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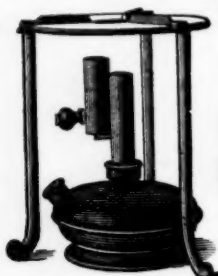
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A Weekly Journal of Education.

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The business department of THE JOURNAL is on page 382.

All letters relating to contributions should be addressed plainly, "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. KELLOGG & Co. Do not put editorial and business items on the same sheet.



THE teacher may be certain that every boy or girl who goes out of his school will know enough, intellectually, to get on in the world, but he cannot be certain they will go out with enough manliness and womanliness.

Of what avail is it to the world that a boy learns to read, write and cipher, if he reads, writes, and ciphers for selfish purposes alone. What good thing has society done in teaching him how to get if it has not taught him how to give as well. What is there admirable in the brilliant accomplishments of a vain and selfish woman? The power to push through the crowd and secure a good place or get to the front has been the main thought of the average parent in educating his child. Is there nothing nobler than this? There are men and women who get to the front without elbowing and there turn and lead the crowd to better action. Let the pupil be taught to use his talents for the benefit of others and for the uplifting of humanity. Independence is good, but helpfulness is better. Power is good, but brotherly love is better.

Two mistakes are made in beginning with a class of pupils. The uninquiring teacher assumes that they know more than they do, or that they know less than they do. The teaching that is based upon a false estimate of what the children know cannot proceed from the known to the unknown. One of the reasons why the lowest class should have the best teacher is that it is there more difficult to ascertain what the children know. On entering the school, they bring with them experiences from widely different homes. There are children who haven't observed this common thing and children who haven't observed that; children who have been taken to parks, museums, farms, the sea-shore, perhaps across seas, and children who have played in a bricked yard or on a stone sidewalk and know nothing of the world beyond; children who have been led by intelligent parents to observe, think and express, and children whose own mothers do not know whether they know colors or not. All these widely diverse grades of mental condition come to the first-year teacher and she must study deeply to supply what is lacking. If she does her part ably, the unobservant are set to observing and a partial "evening up" is accomplished which gives the next teacher a fairer start. The melancholy fact has been that many teachers have received these classes of little beings so variously equipped, assumed a common past experience for them all, and proceeded to teach them their A, B, C's!

Any one who has sat through the weariness of an ordinary variety performance, listened to the comic songs (so-called) in which the vices and misfortunes of humanity are made almost the sole topic of mirth, and to the endless string of almanac jokes strung out by the chapter, wondered what there is funny in the hideousness of get-up in which most of the clowns vie with one another, watched the marvelous skill wasted upon the various tricks of hand, foot, and body to whose perfection beings endowed with the boasted human mind devote their lives, listened to the cheap laughter and applause with which an audience, also endowed with the glorious intellect that distinguishes man, so plentifully rewards these cheap efforts, and reflected that these people who applaud will come again and again to these cheap performances—nay, that they fill, night after night, a majority of the theaters in our cultured metropolis—is set to reflecting upon the cheap school. The three-R teacher has proved himself incapable of developing the immortal minds of these people—why not give a broad, free opportunity to those who believe that *two years of good primary teaching* would lift these people's children to higher planes of life and enjoyment?

One of the purposes of reproduction stories is to cultivate the ready memory. The power to carry a message accurately, or do an errand involving several points of business is not common. Short reproduction stories are a ready means of cultivating this faculty. When used for this purpose, they should be clearly told and faithful repetition of the facts should be insisted upon. When faithful repetition of words is desired, some statement in science or verse in poetry makes a better subject than a reproduction story.

There is an infinite pathos in the article "A Teacher's Soliloquy" which appears on page 358 of this issue. It suggests a world of unused moral forces that dwell in the crushed abilities and discouraged souls of numberless teachers who, with their pupils, are the victims of mechanical supervision. Is humanity too good, that these women should not be reached with inspiration and taught to develop the divine zeal for its improvement of which they are capable—or at least freed from the iron "thou shalt" of iron "organizers" of schools? Is humanity too happy, that those who have childhood in charge should be compelled to treat it cruelly? How many will recognize the school our contributor indirectly describes! Were this article to appear in a lay journal, how many a reader would exclaim, "Why, that's the school I went to!" As it is, how many a teacher will almost suspect that one of her own associates has written the article!

"It is what the child does, under wise direction, that educates him."

### School Incentives.

"My children think it a great privilege to learn a song or a recitation. I have taught them to feel this way by holding such work before them as a reward for hard labor at their 'bread and butter' studies. They will apply themselves to their duller occupations with great industry under a promise that the time saved shall be devoted to learning a new song or a piece to speak; I get all my songs and recitations taught in this way."

So writes a private school teacher; and the idea has many applications. In the first place, there are other portions of the work that might readily be made to appear as privileges to the children, if the same tactful way were taken in leading them. Drawing, in some of its branches, might thus be made to teach itself. Story telling as language work is another example.

In the second place, it is better to get a whole class to work hard (as a whole class will) at some unpopular task by promising some class reward than to offer rewards that interest individuals only. The promise of two minutes to whisper will set a class of children to work as no proffer of a prize to the winner has ever succeeded in doing. The novel and the social must be kept in view by the inventor of school incentives, as well as the love of art and action and the other loves of childhood, for things not done up in material form. The privilege of *doing* something will often weigh more than a prize with a class of children, though it is the very thing the teacher wants them to do.

A successful language lesson was once made to do double duty in this way. The teacher promised "five minutes to whisper" as a reward for half an hour of hard work upon a set of problems. It was zealously earned. While the children whispered, the teacher posted one of her record books. At the close of the five minutes she called them to order with a tap of the bell, which was promptly responded to.

"Now," said the teacher (clasping her hands upon her desk and leaning over them with an expression full of fun upon her face, which said as plainly as possible "I've caught some of you!"), "I'm going to ask you what you whispered to one another."

The children immediately felt that they had been telling secrets, whether they had or not, and an expression of "Oh my!" passed about the class. Then the teacher played at relenting. "I'll let you off, if you'll tell me something that we did here in school last week and let us all laugh at you if you don't remember it right."

The children felt as much "caught" as ever, though neither of the alternatives was very dismal. Some of them repeated their conversations and some of them, upon whose minds some school incident of last week had made a vivid impression, recalled such matters for the benefit of the class, who listened intently for a chance to laugh and correct. The whole was lively, good-natured and interesting. The teacher refused to understand every incomplete sentence, asking such questions as invested all ambiguity with great funniness. She also made silent note of the incorrect forms of speech used and afterward gave a drill upon the corresponding correct forms.

The next time a period for whispering was promised, she added, "And you needn't tell me a word that you say afterward." She did not want them to talk in private for the sake of repeating in public.

This same teacher once got a reading lesson well studied by saying, "If you are very quiet at recess, I will let you come up five minutes earlier and go to work upon this lesson." The poorest readers in the class were especially quiet in the yard for a privilege that would have seemed an imposition had it been differently placed before them. There is nothing like *management*, and no beings are so easily managed as children, if they are understood.

To educate a child perfectly, requires profounder thought, greater wisdom than to govern a state.—*Channing*.

### A Teacher's Soliloquy.

Dr. Rice has written a book that is anything but a panegyric on the public schools of our American cities. It is natural to want to defend the institution of which one is a part. What will be the best things to say in controversion of what he and a host of other carping critics have published?

The leading accusation against our city schools is that they are mechanical. Are they? And if so, why are they mechanical?

Is *my* work, for instance, mechanical? I teach as I was taught. I explain the meaning of every unfamiliar word in the reading lessons (as rapidly as possible, to be sure, for there are a good many of them and I must get through in time). I show the children how to "read as if they were talking," and then I require them to do so. I show them how to find the answers on the map to the questions in their geography lessons, and then I offer inducements and provide punishments sufficient to secure that most of them shall get the lessons. I practice them upon the formulas in their mental arithmetic until 90 per cent. of the class can apply them pretty well. I explain every example in arithmetic so carefully that there is no excuse for any child's failing to understand it, though some of them are stupid enough to fail. They should not be in my class, that's all. They have been promoted too rapidly. I criticize the copy-book work during writing hour, setting every one right who makes a mistake, and, if I do say it myself, my copy-books look fine. I wish the children could carry their copy-book hand into their composition work, but this, I suppose requires too much thinking. It seems as if to make these copy-book letters demands the whole mind of the children.

Well, to get on! I follow the directions of the drawing teacher and get the grade work done very creditably by the end of the term. As for history—I don't think the New Education people could help me much here. The Course of Study requires me to go over the entire Revolutionary Period, but with the idea of giving a general view of the struggle for independence, not of detailed study. My Principal, however, requires detailed study. He wants the history of the next class, in fact, thoroughly taught in mine, so that he can cram a little hobby of his own into the next. I acknowledge that I make no foolish effort to "interest" the children in such a mass of facts, that have to be committed so hurriedly. I simply get the class ready for the principal's examination. What would you do in my place, Dr. Rice?

But just what do they *mean* by mechanical? Is my work on the whole mechanical? I have no means of comparing it with what they say the New Education teachers do. I never took much stock in play work, anyway, and have not taken much pains to inform myself about it. Besides, salary isn't what it ought to be, and I have no money to spare for educational books and papers. As for summer schools, vacation is too precious for any such use as that? I shouldn't have read "The Young Idea" if it hadn't been a funny book. I thought of getting that sequel to it, "The Coming School," but I heard that it was serious and concluded I hadn't time for it. We teachers have too much of the serious. What we want is something to make us laugh; and in vacation I always long to find a place where they have never heard of schools.

A bore of a "serious" teacher once said to me that the reason men's businesses are better worked up than "the woman's profession" is because men put more energy and heart into their work. Well, perhaps they do. I know they *get* more for it. I might put all the energy and heart I have into my work, and there would be no more prospect of advancement for me than there is now, for in our city *not a woman is considered competent to conduct a full-graded school*. We are all of us, whether good, bad, or indifferent, subordinate to the men—and most of them are very much like my principal, who makes me cram in "historical dry-bones," in



spite of myself and in spite of the superintendents. There are some "advanced" principals in the city, but there are ten times more "advanced" women, who can never hope to be principals. On the whole, I don't see why men *shouldn't* put more energy and heart into their business than women!

But that has nothing to do with the question. *Is* my work mechanical? I have no criterion to go by but the work of my own teachers, and I think I have improved on that a little. I never did a day's school-visiting in my life. Shouldn't have read any of Dr. Rice's papers, but that they appeared in a lay magazine and have created such a sensation. I am certainly badly handicapped for answering his criticisms, and few of the teachers in our school are any better qualified. They can only say, "It's false," and, "It's monstrous," etc., which I don't want to say until I can make my asseverations good. His examples of ignorance on the part of teachers are not overdrawn, I know. There are several in our school with barely scholarship enough to get a lowest-grade certificate, who intend to content themselves with that as long as they teach, rather than do any extra studying; and I have heard many a double negative and a "done" for *did* and a "lay" for *lie* among them. By the way, these girls are all high school graduates! How is it that they learned grammar and do not know it? Perhaps they studied it as my pupils study history? I begin to see what the outcry against "mechanical teaching" may mean. But surely *I* am all right? I try to have my pupils understand everything that there is time to explain.

But mechanicalness is not all. Dr. Rice represents that in a certain city the teachers are cold and heartless toward the children. It seems incredible that an unchristian atmosphere should prevail in the classrooms of an entire city. I confess a little of it gets into my room during history hour. Perhaps the Cincinnati teachers have every subject crowded upon them as I have history. I am beginning to believe that there *may* be a good deal of cramming, and that most of it is the fault of these "business-like" principals, who have the name of being capable organizers, but don't do the teaching.

Speaking of the unchristian spirit that sometimes gets into my class-room and has, in fact, partially estranged me from my boys, I am reminded that it is not only in the history hour that I get out of patience with their dullness. But this involves a little story. Two years ago there came to teach in our school a Mrs. Pinkerton. She is a "shouting teacher." Pass her door when you will, you are sure to hear her hammering away at her pupils, in a scolding tone, and I have even heard her stamp her foot and actually yell at them. The children hate her, but she has the reputation of getting an immense amount of work done. Well, they say "bad examples are infectious," and it has proved so in our school. There are several "shouting teachers" among us now, and I have even caught myself raising my own voice in a very unladylike way during recitations in European capitals and some other such exercises. This growing tendency to irritability on my part has caused me a good deal of pain and mortification.

When I taught the little ones they used to love me. They would meet me on my way to school in the morning, and clasp their little arms about me in a way to impede my walking. I used to enjoy my work in those days, though I fear it wasn't much less "mechanical" than it is now.

I believe if I were to go back to that work, I should make it less mechanical than it was then. But I can do nothing where I am. I am simply in the stocks.

Alas! my cogitation hasn't made me an honest and able defender of "the system." I see as I never saw before, on the contrary, that our school, for one, is a mere machine for grinding out graduates, and that I am

A WHEEL.

[This teacher is waking up. Let her go on "cogitating," and she will in time see the value of summer schools, of "visiting day," and of a pedagogical library. She has already subscribed for THE JOURNAL.]

## Correcting Common Errors in Reading

(Summary of a familiar talk upon the subject before the Section of Methods, Department of Pedagogy, Brooklyn Institute, February 7, '94.)

By CAROLINE B. LE ROW.

1. Reading is "the gathering of thought from the printed page." As soon as the thought thus gathered is to be expressed vocally, the expression becomes a physical work, dependent upon the proper position and management of nearly every organ of the body.
2. Purely mechanical physical exercise is the only means whereby weak or sluggish muscles can be made strong, flexible, prompt, and accurate.
3. Purely mechanical physical exercise is the only means whereby the voice can be trained to produce, and the ear to recognize, certain effects.
4. The tendency of the average child if not constantly corrected during the first months of school life, is to form lazy and faulty *habits* of position and utterance.
5. Unless the *cause* of faults in reading can be found and removed, nothing but superficial and temporary correction is possible.
6. Ability to comprehend the thought mentally does not imply the ability to express it vocally.
7. Slow reading prevents nearly all errors,—not slow utterance, but long pauses between groups of words.
8. A child who is not physically comfortable cannot read well.

Children seldom stand properly. A swaying and swinging motion is common, as is also the stooping of the body and the hanging of the head. This is largely caused by indifference to the work, though often the result of shyness or nervousness. The pupil should be directed to stand as firmly—that is as *heavily* as possible—upon his feet. This will give repose to the body. The further direction, "Chin in," will result in the throwing back of the shoulders, the erection of the chest and head.

Defective articulation is caused by the indifference which checks the free action of the vocal muscles, by a lack of development of these muscles, by their improper use, or by the lack of a correct ear. The remedy for the first trouble can be provided only by an energetic teacher, who can arouse the interest of the pupil and inspire him to muscular effort; for the second and third, purely mechanical exercise upon the elements in which the pupil is most deficient, and for the last, constant practice, which alone can train the ear to discriminate between sounds. It is a significant fact that for the last-named difficulty, cure is seldom possible if the child has not been trained in this direction before his tenth year. At sixteen and at twenty, cure is so nearly impossible that it is almost folly to attempt it. The result is but a waste of time and labor.

Too rapid reading is universal. This fault results from timidity, nervousness, lack of breath, or fear of criticism,—sometimes from all at once,—and always from the instinctive effort to make the movements of the muscles keep up with the movements of the eye. This last is simply a physical impossibility, but a fact which the pupil does not realize. In this particular form of error, cause and effect are hardly to be separated. Nervousness makes the child read rapidly, rapid reading interferes with his natural breath and renders him still more nervous. The only remedy is to compel him to fill the lungs deeply and deliberately, then to read carefully to the first pause, fill the lungs again, read in the same way to the next pause, and so on. This drill is necessarily mechanical, but must precede all intelligent reading, and be kept up until the pupil has acquired the proper rate of speed and the habit of filling the lungs fully and freely. Unfortunately this sort of drill is quite as necessary in the high school as in the primary class, the fault being far more difficult to overcome in the higher than in the lower grade.

(TO BE CONTINUED.)



# PRIMARY METHODS

## Combined Method of Teaching Reading. VIII.

By ELLEN E. KENYON.

### THE LIBERAL SIDE.—HOW TO USE FIRST READERS.

Some schools are pursuing systematic courses in rudimentary science, even in the lowest grade. The observations made by the children, supply the substance of the blackboard reading lessons. The continuity of these courses provides admirable mental training, if the idea is not carried too far. The New Education must not lead to any sort of tyranny. The little child in the field of thought is but a butterfly at first and must be allowed a period of butterfly life. Continuous interests must not be forced upon him so that they cease to become interests. It is possible for science to overreach itself. *Timely* reading is better than methodical reading during the first year.

Take the spontaneous interests of the day and interweave them with reading lessons until reading becomes easy. Then a book like Miss Spear's "Leaves and Flowers" (Heath & Co.), may, in the teacher's hands, furnish suggestion for a series of objective lessons, and if supplied to the pupils, afford review reading in connection with the lessons. The best-taught class, however, will hardly be ready to profit by such a course of reading until the second year.

"Nature Stories for Young Readers" (Heath & Co.) contains such lessons as this:

#### THE BABIES.

"Rock-a-by baby on the tree top,  
When the wind blows, the cradle will rock."

Is there any cradle up in a tree?  
O yes, many little cradles are there.  
They are not such cradles as your baby has.  
They have babies in them; but they are not like your baby.  
The cradles are little brown buds.  
The babies are little leaves or blossoms.  
They have been wrapped up there all winter.  
How snug and warm they have been!  
They have many covers on.  
Soon the spring will come.  
Then they will wake up.  
How fast they will grow!  
They will not be baby leaves very long.  
They will soon be grown up leaves.

Besides the science primers, all first readers should be at hand during the latter part of the first year for versatility's sake. Fluency and independence in reading depend on the amount of reading done. The child should read in connection with as many subjects of the day as is possible. The teacher should even select some of her subjects with this in view.

For instance, finding in Pollard's Synthetic First Reader (Western Publishing House) a bright lesson on "The Stuffed Owl" (not a science lesson) she might bring to school a live or stuffed owl, have it observed and written about, and then this funny lesson read to make "a cheerful ending."

Finding in The Children's First Reader (Cyr, Ginn & Co.), an interesting reading lesson on page 100, she may ask the children to bring maple sugar, maple leaves, and pine needles to school the next day, tell how maple sugar is made, illustrating with the sketch of a tree upon the blackboard, and have the lesson read to close.

Finding in the Normal Course First Reader (Silver, Burdett & Co.), an interesting story on page 100, she may have some child bring a trap with mice to school for an observation and language lesson, have the story follow and close by teaching from the B. B. the song, "Oh, Mousie Dear!"

Finding in Badlam's First Reader (D. C. Heath & Co.) an interesting lesson on "Fred and the Sunbeam," she may have a lesson on the movement of the sun's rays during the day, construct a sun-dial, and, in connection with a more or less extended treatment of the subject, have this lesson read.

Finding an interesting lesson on pages 95-96 of the Beginner's Reading Book (Davis, University Pub. Co.) she may have a talk

upon knives, their parts and how to use them, illustrating with samples of different sorts of knives and writing important words on the blackboard, to be copied for a spelling lesson. Then the lesson may be read.

Appleton's First Reader, page 79, suggests either a single lesson, in which bread and grains of wheat should be used, or a series of lessons on wheat, wheat raising, bread and bread making.

The New Franklin Primer and First Reader (Taintor Bros. & Co.), page 91, suggests an exercise in letter-writing, and a talk on means of carrying letters and messages. The pretty song "I'm Going to Write to Papa," which all children love to sing, should be learned.

Swinton's Primer and First Reader (Iverson, Blakeman & Co.), page 114, suggests a lesson in primary and secondary colors.

Barnes' National First Reader, page 76, suggests a fish talk, which may be upon a globe of gold-fish or upon enough of some small market fish to supply each pupil with one for examination.

This desultory reading had better be upon non-scientific subjects, for the most part. Its object is variety and while familiarizing the eye with print, to cultivate a wide range of thought and connect reading with many themes.

Each lesson should be carefully selected as to difficulty. The teacher should go through all her first readers and mark the lessons that are worth reading. They are not many, the lessons being confined between the limits of a small reading vocabulary, and thus crippled in interest. These she should grade and prepare for and give in the order of their grading.

Meantime, the children should have all primers, one after another, for home reading, which should be voluntary. When a child has exhausted his interest in one, give him another. Later, while second readers are furnishing a somewhat better supply of suitable readings for school use, the children may take the first readers home for voluntary reading. Half-worn books may be used for this purpose and strict account should be taken of the care with which they are required to be kept. A child who carelessly or wantonly destroys even a worn book should be required to pay for it.

Voluminous reading, even for little folks, must be the aim of the modern school, with a nucleus of thoroughness far within the periphery, yet well taken care of and ever extending its borders. Practice makes perfect. In varied reading the children come upon many of the same words over and over again and learn far more than the teacher drills them upon. Some one will say, "We haven't time for so much reading." Not if you separate reading from every other subject you teach and have each lesson read "around the class." But if you coordinate reading with the other studies and have each lesson read once, you will be able to do all that is here suggested and find your other subjects strengthened. (See "Mechanics" below.)

The slowness and dreariness of all set methods of teaching reading to which dutiful teachers have devoted themselves so religiously come out of their narrowness of aim, and this is born of ignorance regarding the psychological law by which perception proceeds from the vague to the definite. Children see vaguely at first. They may be assisted to definiteness, but the practice has been to hurry them into definiteness, robbing them of the general view, making them narrow, worrying them with unnatural tasks and teaching them to dislike study. Many teachers who know better have been compelled by systems to do this ungracious work, but very much less of it would be done if teachers had clearer ideas of truth and realized what freedom they have.

#### THE MECHANICS.

Before presenting any of the book lessons the teacher should make not only *thought* preparation, but word preparation.

In the beginning, she should herself select from the lesson the words that will probably be new to the pupils, write them on the blackboard, mark them diacritically and have them pronounced (perhaps, in concert, so as to get mouth-practice on them, ear-practice not sufficing for some pupils.) Any that may possess doubtfulness of meaning should be discussed and made clear, and perhaps embodied in original sentences by the children, as a test of clearness.

Then the class should open books and read the lesson silently, looking for these words and asking about any others that individuals may not know. It is a good plan to have them then turn the books over on their desks while two or three tell the story of the lesson. Then turn up the books again and let enough pupils read to exhaust the number of paragraphs. The reading should be accompanied by light discussion.

Several plans may be devised to prevent calling upon the same pupils repeatedly. The names of the pupils may be written, each on a separate small card. These cards may be shuffled and turned up one at a time to indicate which pupil shall read next. After they have all been used they may be shuffled again, to avoid repeating the same succession.

A better way is to keep a list of the pupils in the order of their ability as readers, the best at the top, with room for check marks to the right. Every time a child reads aloud, a check mark may register the fact. The poor readers should be exercised more frequently than the others. Sometimes it may be advisable to read a lesson twice. If this is foreseen, better readers may lead off and weaker pupils give the second reading.

Special word study should continue regularly. Words should be grouped as analogous or anomalous and fresh lists made every day; and this should be made the basis of spelling, oral and written.

NOTE.—I have been asked whether children should not be taught how to make the sounds. A few occasions will occur demanding such teaching. If a child cannot sound *th*, tell him to put his tongue out. If he sounds *t* for *e*, insert a pencil between the tongue and the roof of the mouth for this sound and repeat until it can be produced independently. These devices are old but good—much better than elaborate instruction, which encounters the longest line of resistance by making the child conscious of the organs of articulation. Cases are not rare in which a child has been able to produce a sound perfectly until he was taught how, after which the ability left him for some time. Such "teaching" is not based on a good psychology.

## One Picture Story.

By ELLA M. POWERS.

"Writing stories from pictures has been tried and is good, only one recitation seems like another," said Miss Edwards.

To a certain extent that may be true, yet Miss Dinsmore seemed to have a way of her own in such recitations that the children liked. She stood before them with a picture in her hand. The first glance showed it to be a little girl feeding chickens. She had a dish and spoon in her hand. Miss Dinsmore asked the class to examine it closely. By degrees they espied a doll in a doll's carriage in the background, an old hen with little chicks coming in sight from one side of the picture, and a little dog running down the lane from a little house.

Miss Dinsmore then wrote upon the board the following:

The Girl	The Girl	Name of girl.
		Color of dress, eyes, hair, apron.
		How old is she?
		How does she look?
The Chickens	The Chickens	What has she been saying?
		What has she been doing?
		How many?
		What are they saying?
The Picture. (What shall we call it?)	Dish and Spoon	How do they look?
		Contents of dish.
		Who got it?
		What will be done with it?
Doll	Doll	Her name.
		Her age.
		How does she look?
		Dress, eyes, hair.
House	House	Who lives there?
		What kind of a house?
		How does he look?
		Color, eyes, hair, manner.
Dog	Dog	What does he say?

While Miss Dinsmore was writing this analysis on the board a little preparatory talk was being carried on at the same time. Of course it was necessary that *all* should agree upon some points; so there were a few points to discuss and decide upon.

The first was, "What shall be this girl's name?" Edith said, "Helen Deane." Mary suggested "Dorothy Deane." The class then voted upon the names and as "Dorothy Deane" had the most votes it was decided that she should be called "Dorothy Deane."

In like manner they agreed that she was eight years old, and her doll's name should be "Helen Deane."

"Now," said Miss Dinsmore, "what time of day shall it be; morning, noon, or night?" All seemed to wish it to be morning so Miss Dinsmore said nothing, but kept her wisdom to herself and smilingly said, "We will call it morning now, and perhaps later we may desire to change it."

"Why did she come out to feed the chickens?"

Each pupil had a different answer, and arguments pro and con

were advanced by the young imaginations before her. Miss Dinsmore had a definite plan in her questioning concerning this picture which was to call out the imagination in regard to the *past*, *present*, and *future* of that picture.



She first began questioning about the *past*, or what happened just before what occurs in this picture. "What did Dorothy do?" "How did she call the chickens?" "Which do you think reached her first?" "Why?" "What did the rooster say to himself when he heard her call?" "What did Mrs. Hen say?"

The next few questions were all about the *present*, as: "Who has reached her?" "How many?" "How do the chicks look as they run?" "Are they running fast?" "What is the rooster saying now he has reached Dorothy?" "What is the hen saying?" "Can the doll see?" "What is her name?" "What does she think?" "What is running down the lane?" "What is Dorothy saying and doing?"

Next the questions are put to refer to what *will happen*, and Miss Dinsmore's first question is, "Will the dog reach Dorothy?" "What will she do when the dish is empty?" "Will she speak to her doll when she goes back to the house?" "Who will go with her?" "What will she do when she gets to the house?" "What else will Dorothy do to-day?"

If imaginative stories are carried on in this manner very soon the pupil will have learned the principle, and so work independently. It gives a free and wide range to the imagination. It will result in giving them the power of writing a very creditable story. As a rule, these picture-stories too often exist in a chaotic form in the teacher's mind, but Miss Dinsmore followed out this "*past*, *present*, and *future*" plan of picture-stories for several weeks with more than gratifying results.

Each story developed a better taste as to the combination of colors (in Dorothy's dress in this story). It had developed judgment, for Miss Dinsmore, in this story, asked, "How did the doll happen to be out there if it was morning?"

They did not like the idea that the doll was out on the lawn all night, so the *time* was changed from "morning" to "noon." Judgment was required. It had made them more attentive, observing, and increased their powers of imagination.

"To-morrow," said Miss Dinsmore, "I will show you another picture of this farm Dorothy lives upon, and we will compare that picture with this."

All the pupils were busy writing out this story, and at the close of the session passed their papers to Miss Dinsmore.

Helen Scott had written:

### "THE CHICKENS' DINNER."

"Dorothy Dean, who was eight years old, lived in a little white farmhouse with her father and mother. She had a doll called Helen, a dog, a cat, and some chickens. She had been giving her doll a ride and thought it was time for her chickens' dinner. She left her doll and ran into the house and got a dish and spoon. She filled the dish with meal and water and ran out, calling, 'Chick, chick, chick-a-chick.' The big rooster heard and said 'I'll get there first,' and he did. Mrs. Hen said, 'Come quick, children, come quick, or you'll lose your dinner!'"

"They all *skamper* and look very funny going as fast as their little legs will carry them. The doll looks out from her carriage and wishes she had some, too. The dog is running down from the house to see what everybody is doing. Dorothy feeds them all. When they have eaten all of it Dorothy will go to her doll, and say, 'Helen, poor child, did you feel cross because I left you?' They will go to the house and leave the dish and spoon, then go to a walk down the street, and perhaps have a tea-party on the lawn."

We have gentle words for the stranger,  
And smiles for the sometimes guest;  
But oft for our own the bitter tone,  
Tho' we love our own the best.

## The Vowel Song.

By ELIZA B. BURNZ.

Hear the vowels—*ee—ay—ah*,  
As they sound in—*me—may—ma*;  
And the vowels—*aw—oh—oo*,  
As they sound in—*taw—tos—two*.

If a ball is made of snow,  
And it hits me, I say—*oh*!  
When we're laughing—*he-he-he*,  
Plain is heard the vowel—*ee*.

Hark! the little lamb says—*mah*,  
And we hear the vowel—*ah*;  
Then the old sheep from afar,  
Sees the lamb, and answers—*bah*.

When the baby cow says—*ma-a-a*,  
Listen to that vowel—*a-a-a*;  
Then the mother cow says—*moo*,  
And she makes the vowel—*oo*.

I and *oi* and *ow* and *ew*,  
They are vowel noises too;  
When I ask for apple—*pie*  
Then I use the vowel—*i*.

My dog Towser says—*bow-wow*,  
And he makes the vowel—*ow*;  
So does pussy; hear her now,  
As she cries—*me-ow—me-ow*.

When mamma says "darling—*boy*,"  
Then I hear the vowel—*oi*;  
When I ask for "just a—*few*,"  
You can hear the vowel—*ew*.

One more vowel, that is—*uh*  
Hear it in my pussy's—*purr*.  
These are all the vowels long,  
And so ends my vowel song.

[These verses should be taught by ear, not read by the children, the intention being to cultivate perception of the vowel sounds, not to teach letters or groups of letters. They may be sung to the familiar tune which runs:

Do, do, sol, sol, la, la, sol,  
Fa, fa, mi, mi, re, re, do, etc.

The elementary sounds of the English language should be taught to children a year or more before learning the alphabet, or reading of any kind. The sounds themselves should be made familiar to the child's ear, as component parts of the simple words it uses, previous to being taught that the letters of the alphabet are designed to represent those sounds. Therefore it is in the kindergarten that instruction in phonics should be begun. The exercises in phonic drill may be made very enjoyable by children, provided the teacher, herself, can produce the forty or more elementary sounds clearly and distinctly. She should be able to place the organs of speech in the proper position to produce each separate sound accurately and without hesitation, and to show the child how to do the same.]

## Blackboard Readings.

By M. L. G.

A FLOWER TALK.

How do you do, children? Aren't you glad to see me this morning?

Don't you admire my pretty pink and white dress?

Where do you think I came from?

Are you sure you know my name?

Let me tell you something about myself. I do not like the town or city.

Nothing will ever induce me to grow away from my mountain home.

I love the rugged fields and rocky glades.

I have been having a long nap.

Sleeping under Mother Nature's downy coverlet. A little while ago Father Sun began calling me to wake up.

At first I was a little afraid of meeting Jack Frost.

But soon I heard the blue birds and robins singing.

Then I ventured to peep out from my cloak of rich brown leaves.

Don't you think I am very brave?

I am always the first flower to show its wond'ring face.

I'm afraid you city children would not find me.

But the country boys and girls know where to look for me.

First they search for my large green leaves. Then push away my brown covering.

How delighted they are when they see my little face smiling up at them. Sometimes they pack me in moss and send me away to their city friends.

That is how I came to be with you this morning.

Don't you like the odor of the forest I bring you. Some people call me the Mayflower.

But I like better my other name, Trailing Arbutus.

Good-bye, children. Sometime I hope you will visit my rocky home.

Then I'm sure you will think I am the sweetest, bravest flower that grows.

[A cluster of the flowers should be attached to the top of the blackboard. If they cannot be obtained, a good drawing in colored chalks may represent them.]

## The Lilliputian.

By A BROOKLYN TEACHER.

This is the way I have used your charming little paper in a class in first half of second year, not having copies enough to "go round."

I tore the pages apart and made substantial margins for them out of stiff manilla paper. To make these, I took for each a sheet the size of the entire page and cut from it an oblong the size of the print and picture. Two of these I pasted upon each other with the page between. This made a sufficiently strong leaflet, with a lesson on both sides. Of course, the children were cautioned to handle them carefully.

I numbered the lessons on these leaflets in the order in which they should be read, considering both difficulty of wording and relatedness of subject matter. I omitted from this plan the two most difficult in the September number, which I knew the children could not read.

I went through as many of the lessons as I thought we could read in one period and selected the words that would have to be studied by the children. These I placed on the board and marked phonetically. The children then pronounced them and a few of the meanings were illustrated.

I then distributed *all* the leaflets and allowed the class a few minutes to examine them. The lessons I intended to have read I gave to selected children and showed them which side to read. At the end of the few minutes allotted to study, I collected all the leaflets, except the one bearing Lesson No. 1.

I called the child holding this leaflet to the front and asked her to tell the class, especially the children in the back seats, about her picture. This she did with every effort to make them understand. The lively pictures in *THE LILLIPUTIAN* interest the children and give them something to tell. The girl had a motive for talking and she talked plainly and entirely without self-consciousness, so absorbed was she in the picture and in the anxiety of the class to hear about it. (The leaflet, by the way, was supported by a pad-back, so as to keep the children from being diverted by the picture on the other side.)

After the description, the picture was turned to the class and the pupils craned their necks to examine it as well as they could. It was the picture of the little girl, washing for her dolly.

"Now look at what it says under the picture," said I, "and tell us who is talking." "The little girl is talking."

"What does she say?" "She says, *This is wash-day*."

"Is it, children?" (Laughter.) "It is for the little girl."

"What else does the little girl say?" "I must wash for my dolly."

"What will she need, children?" "Water." "What does she say about that, Ida?" "I wash the things in water."

"When the things are washed clean what will the little washer-woman need next, class?" "To iron them." "What does she say, Ida?" "I pin them up to dry."

"Now weren't these children caught nicely! The idea of ironing things before they are dry! (Laughter.) Tell me now what she must have, class." "A clothes-line."

"What does she say about that, Ida?" "Do you see the line?"

"Turn the picture so that we can answer that question. Do you see the line, children?" "Yes, ma'am!"

"Is the little girl's work nearly done?" "She says, *My wash will be dry soon*."

"What will she do then, class?" "Iron the things." "What does she say, Ida?" "Then I will take it down." (Laughter.)

"What next, class?" "She must dampen the things and iron them." "Ida?" "There isn't any more."

"Come, now! I am getting anxious about that ironing myself. I hope the little girl, didn't put dolly's clothes on rough dry. Who has number 2? Lottie, come and tell us what you can about it."

"This little girl is taking her dolly out. She's got a big shawl on and her mother's bonnet. And her hair's flying. And the doll's bare-headed."

"Show it to us." (More craning of necks.) "I don't see any ironing-board in this picture. What do you think about it, children?"

"It's another day." "She ironed the clothes yesterday." "She forgot to tell us about the ironing."

"Oh, well, if you think she did it it's all right. But I shouldn't like to think that dolly was dressed up to go day-days without having her clothes ironed. Who talks under this picture, Lottie?"

"The little girl."



"And what does she tell us?" "I am taking my dolly out."  
 "But we knew that from the picture. What else has she to say?" "We are out for a walk."  
 "We knew that, too. What else?" "It is a cold day."  
 "Did you know that, children?" "Yes, ma'am." "How?"  
 "Because she's dressed warm." "Because her hair blows."  
 "Is the doll dressed warmly?" "Let us see again, Lottie. Most mothers wrap their babies up more carefully than they do themselves, but this little mother doesn't seem to care whether her baby takes cold or not. What does she say about that, I wonder?" "She doesn't mind the cold."  
 "Oh, indeed! What else about this wonderful baby?" "She likes to go out walking."  
 "I shouldn't wonder. Most babies do. What else does her mother say about her?" "She is a very good dolly."  
 "Oh, yes! All mothers say that. What else?" "She can shut her eyes."  
 "Then of course she must be a good dolly! Now let us all shut our eyes and try to see in our minds the next picture, while Jerry describes it to us."

[This is the way we hoped THE LILLIPUTIAN would be used. It is better, however, to have at least two copies (the second costing only two cents and postage) even if the little magazine is to be cut up. Each page could then be pasted upon a firm pasteboard foundation, making a more durable leaflet. Many schools are now ordering THE LILLIPUTIAN in numbers sufficient for distribution as a pamphlet.]

## A Lesson in Syllabication.

By an EX-TEACHER.

While syllabication is a necessary feature of correct spelling, a knowledge of it becomes essential only when words are divided at the ends of lines. When this occurs, a part of the word falls in the line below that upon which the word begins.

The teacher who gave the exercises in syllabication, of which the following gives an example and outline, had two objects in view in adopting the vertical arrangement of syllables. One was to avoid the erroneous presentation of a word *divided upon the same line*, as *com fort a ble*; the other was to teach the use of syllabication with the art of syllabication.

All the words of more than one syllable were taken from the reading lesson to make the material of the exercise. The teacher directed as follows:

Write at the end of the top line of your page the word *drink*. *Drink* is sometimes a whole word and sometimes only part of a longer word. Give me a word of which it forms a part. (Drinking, drinker, drinkable.)

You have written *drink* at the end of your line, leaving not enough room for the other part of any of the words you have given me. I know what you want to say, Allie! You want to tell me that you have room at the end of your line. Then you didn't do as I told you. I am talking to the children that wrote *drink* at the end of the top line as I told them to. What will you do if I ask you to make your word into *drinking* or *drinkable*? (Make a hyphen and write the rest of the word on the other line.)

I am thinking of sweet, fresh, cool water, which is always *drinkable*. You may finish the word.

At the end of the second line and the beginning of the third, write *simple*. (The teacher paused long enough after the first syllable for them to write it before she gave the second, indicating by a nod that they were not to wait. She, however, *accented the word correctly*, a point which teachers of phonetics often neglect.)

At the end of the third line, write *give*; but, as it is only a part of a word this time, you must not spell it all out as if it were the whole word, *give*. What will be the difference? (If it's in *giving* there won't be any *e*.)

Write it, and finish the word *given* on the next line.

On the fourth and fifth lines, write *con nect*. Be sure to get all of *con* on the fourth line and all of *nect* on the fifth.

On the fifth and sixth lines, write *how ever*, finishing the *how* on one line and putting the *ever* on the next.

On the sixth and seventh lines write *howe ver*. Tell me, first, how you will divide it. (Put *howe* on one line and *er* on the other.)

If I ask you to write *between* on two lines, how much will you put on each? (Put the *be* on one line and the *tween* on the other.) You may do so.

Here is another three-syllable word, or *trisyllable*; as we call it, just as we call a three-legged stool a *tripod*; and just as we call this figure a *triangle* because it has three angles or corners; and just as another wheel put to a bicycle makes it a *tricycle*; and just as we call our flag *tricolored* because it is red, white, and blue.

This *trisyllable* is the word *example*. How many syllables? How many places between the syllables. In how many places, then, can we divide it? Tell me two ways in which you can write this word on two lines. (We can put the *ex* on one line

and the *ample* on the other, or we can put the *exam* on one line and the *ple* on the other.)

Write it with one syllable on the seventh line and two on the eighth.

Now write it with two syllables on the eighth line and one on the ninth.

For a second exercise, the children cut the sides from their sheets of paper, using the blank middle portion for economy's sake.

A third exercise narrowed this so that in some cases, the syllables fell under one another in a column.

"In future," said the teacher, "we will write all our exercises in syllabication this way, since they are only for practice in dividing words in the right places." (To come to this by natural degrees was better than to adopt the column arrangement at first, when it would have interfered with the mental association between syllabication and its use.)

After ten of these exercises, syllabication was dropped for the time being, to be taken up in another short series of lessons a year later.

## Outline Lesson Plans from a Teacher's Day-Book.

By A PRIMARY TEACHER.

VIII.

*Object.*—To describe a box.

The teacher draws from the children the description, item by item, and arranges her questions, so as to get the information in the desired order. First, comes the name of the object described; next, the material; third, the number, and shape, and peculiarities of its sides; and lastly, its use. Each item of description is expressed correctly before going on to the next, and each child called upon gives the items already mentioned as well as the new one.

Practice in giving the full description:—This is a box. It is made of wood. It has six oblong sides. The top is called a lid, and it opens and shuts. We use it to keep pencils in.

IX.

*Object.*—To describe a sugar lozenge.

Elicit complete statements from the children as to (1) color, shape, and the word printed upon it; (2) substance the object is made of; and (3) what it is used for.

Practice saying this connectedly.

X.

*Object.*—To teach the differences between a sphere and a cube, and to develop the term *sphere*.

a. The children are all supplied with boxes of Prang's models, and are told to take out a ball and a block, and to put them in the covers of their boxes, which have already been placed upside down on the desks.

b. The children look at the cube and sphere well, then take up the sphere and see if it looks the same in every position. Do the same to the cube, announcing and comparing the results. Take each one in the hands, and see if they feel alike when clasped tightly. Roll first the sphere, then the cube between the hands, and let the children tell which they like the better. Give the name sphere, and have them sound it from the board.

c. Practice using the word "sphere" in statements, "The sphere is round," "The sphere will roll," etc.

XI.

*Object.*—To teach four new words.

The principal vowel in the new word is put on the board and marked, and sounded. Then add and prefix, one by one, all the other letters in the word, correctly marked; and have the children give the sounds after each step.

When all the words have been finished by this method, erase them, and write them again without the marks, having the children pronounce each word as it is completed. Have them give sentences, using the new words correctly. Then write sentences on the board employing the new words, and have the children read them.

XII.

*Object.*—To train the observing faculties and the powers involved in story-telling.

a. Questions to lead the pupil to see certain things in the picture as related to other things not seen but familiar to the child's thought. The family of puppies, for instance, suggests the barn in which the little girl found them. In this way,

b. Develop the following story: Bessie went out into the barn one morning, and found a family of eleven little puppies in the hay, with Fanny, the big dog, taking care of them. She was so glad, she put them into her apron and took them in to show her mother. Mamma said they belonged to Fanny and she must

take them back to her, but she might go and look at them every day.

c. Practice children in telling this story connectedly.

## XIII.

*Object.*—To describe a pencil.

a. Recalling an inch.

b. Estimating length of pencil in inches. Statement of estimate. Questions on the surface, ends and use of the pencil, eliciting complete statements. Putting together the statements: (1) The pencil is about six inches long. (2) It has a smooth, curved surface. (3) It has a pointed end and a flat end. (4) It is used for writing.

c. Practicing saying all this *seriatim*.

## XIV.

*Object.*—To develop a story from a picture.

a. Teacher places before children a picture of a little girl holding a little yellow chicken. She then has children think of one thing they would like to tell.

b. *Teacher (pointing to picture).*—"What do you see, John?"  
*John.*—"I see a picture of a little girl."

*Teacher.*—"What would you like to call her?"

Class suggests several names; finally May is selected.

*Teacher.*—"How many like that name? Very well. Now what has May in her hands?"

*Child.*—"She has a little chicken."

*Teacher.*—"Where did she get it?"

*Child.*—"She got it out of the barn."

*Teacher.*—"I wonder if she knew it was there. What do you think?"

Several children are asked. Some think she knew it, and some think she did not.

*Teacher.*—"I think she went out into the barn to get some eggs and found this little chick. What will she do with it now?"

*Child.*—"She will take it to her mamma."

*Teacher.*—"So she will, and after they look at it they will take it to the mother hen."

c. One by one, the sentences are gathered, until the following story is formed:

Every morning, May went out to the barn to find eggs. One morning, instead of finding eggs, she found a little yellow chicken. She took it to her mamma and then gave it to the mother hen.

## XV.

*Object.*—1. To teach children to distinguish between a question and an answer.

2. To teach the words, *do, girl, nest, egg, and apple.*

a. Show the objects and let the children name them.

b. Then ask the question, "Do you see a —?" Children supply the name of the object pointed to. Have the board divided, so that the left side may be for the questions and the right side for the answers. When the word has been supplied, write the question on the board. Then have the question answered by some one or all. I do see a —. Write the answer on the board. Then proceed to ask the same question until all the objects have been used. Proceed as above with the writing of all the questions and answers.

c. Have the children read the sentences to themselves and have one child face another and ask a question, and the other answer it from the board. Write the words taught in columns to be called off.

## A Reading Lesson.

*Object.*—To cultivate the picture power and teach two primer names.

*Preparation.*—The children have "seen things with their eyes shut" before.

Close eyes.

See the little boy in his first pants. How proudly he walks!

See him strut about with his hands in his pockets. *Gentlemen* never do that, but he doesn't know. He thinks it makes him look like a man.

He has his first top, too. See him take it out of his pocket.

There comes the string out of the other pocket. See him wind it up!

Now he is going to spin it. Why does he raise it so high?

See him throw the top down. But he has thrown the string with it! How was that?

Do you think he can learn how to spin the top all by himself? If you were his big brother, what would you do?

Rise. Wind your tops. Spin them. Hear them hum!

Draw the little boy's picture with both hands in his pockets.

Here is his name—Ben. Shall I write it with yellow chalk, too?

Who would like to write Ben's name. Charley may. I shall want some one that watches him very closely to tell me whether Charley writes it as I did.

Tommy, what do you think about it? Rose may try it with the pointer. Trace both mine and Charley's writing and see if they are both alike.

You may all write Ben's name under his picture.

Let us all close our eyes again—tight.

I see a little girl, six years old. Can you see her too? Can you see how tall she is?

Can you see her red dress?

See her pretty, yellow hair. How smooth and neat it is!

See her clean face and blue eyes and red lips.

See her laugh.

See her clap her clean hands!

See her jump!

She jumps on her toes so as not to make so much noise.

Open your eyes.

Can you keep your face and hands clean like the little girl?

Show me how she washes her hands.

Show me how she washes her face.

Can you jump on your toes as she did?

Let me see if you can.

Draw the little girl's picture as she looked when she clapped her hands?

Here is her name—Jane. I think she likes to be with Ben, so I will write her name again, over here with his.

I know a little girl in this class named Jane. She may come and write the name for me.

Who thinks that is about right? Who thinks there is something the matter with it? Effie may try it with the pointer.

Lucy may write it again. Frank may write it. Julius has a brother Ben? He may write Ben's name. Who wants to write Jane? Fanny may.

You may all write Jane's name under her picture.

How many Bens have we on the B. B.? How many Janes? How many children must I have, if each is to erase a word?

(Calls out the given number of dull children.)

Fanny (another dull child) may tell each one whether to erase Ben or May.

(The two imagination exercises are from old numbers of THE JOURNAL.)

E. E. K.

## Reproduction Stories.

Joe did not wake up. So Arthur poked him with papa's cane, and woke him up. He told Joe he did it for a joke.

The first day Effie went to school she took the pencil upside down, but instead of writing it rubbed out the lines the teacher had drawn for her.

Freddy ate so much candy on Christmas day that he was sick the next day; but his sister read to him from his new story-book until he felt better.

Marjorie had never been to the country before. When she saw a fire-bug, she asked her mamma if the stars came down to see the grass and trees in the country.

When Susie saw a dandelion for the first time she said that she thought the roots of the dandelion must go deep down to the gold and draw it up into the sunshine.

Brother Tom caught a squirrel, and took it home to his sister Nora. She put it into a cage, but it soon gnawed part of it away, and ran away to his woods again.

A little girl from India saw the snow for the first time. She asked her aunt to let her get some of the nice white sugar. When it melted away in her hand, she cried.

Ella's mamma has been sick. She is still unable to leave her room. So Ella gets up bright and early every morning, and picks her a bouquet of the sweetest wild flowers.

Whenever Irene had something on her mind which made her sad or thoughtful, she would run and tell mamma all about it. She always felt happy after telling it all to mamma.

Everybody is sad because Rose's little canary-bird died. They put him on a leaf, dug a hole, put him in, and Rose's brother carved a stick to put over the grave for a head-stone.

Toto was a little girl that had lived in a warm country all her life. When she came here and saw it snow for the first time, she said, "Oh, I wish it would sugar where I live too."

"What a big world this is!" cried the chick, as he stepped out of his shell. Then he saw his mother scratching, and he thought he would scratch, too. He soon forgot what a big world it is.

Flossie's papa often goes away from home for a long time. When he comes back, he always brings her something nice. From his last trip he brought her a parrot, which pleased her very much.

Once a robin built a nest in the cherry tree in Emma's yard. Emma put some soft crumbs of bread on the ground for the robin every day. When the bird came to get the crumbs it looked as if it would like to say, "Thank you."

Charlie and Mary hung up their stockings on Christmas Eve. But Santa Claus made a mistake, for he put the toys intended for Charlie into Mary's stocking, and Mary's into Charlie's stocking. They made it all right between themselves.

Baby Carl took some earthworms, washed them in a basin of water, and hung them up to dry. But the earthworms did not want to hang on the fence. So when Carl saw that they were eager to get back to the earth, he put them back, and said: "Now dey're happy."

Alice had a squirrel shut up in a cage. When she saw him try so hard to get out, she felt sorry for him, and opened the door

of the cage. What a bound of joy the squirrel made as he freed himself from his prison! He staid a moment as if to thank Alice, and then scampered off to the woods.

Once a little girl dropped the pitcher that she had taken to get milk in and broke it. She was afraid to tell her mamma that it was her fault, and was going to say that some one pushed her. But she changed her mind just in time and said, "No, indeed! I'd rather take a scolding than tell a lie." Then she told her mother just how it was.

Emma had a pretty ring with a blue stone in it. One day she, lost the stone while feeding the chickens and geese. She tried very hard to find it, but could not. When one of the geese was killed, her mamma found the stone in its crop! Emma was very glad to get it again, and now that it has been inside of a goose she values it all the more.

A woman who lived in the country had a hen which laid an egg every day. One day she said to herself, "I wish my hen would lay two eggs every day, instead of only one." So she gave the hen twice as much to eat every day, than she had given it, thinking that the hen would now lay two eggs. But the hen grew very fat, and did not lay any more eggs than before.

## Observation and Language.

(Reported from the work of Henry St. School, Grand Rapids, Mich. Prin., Miss M. O. BARKLEY; Teacher, GORA WEIMER; grade, first half of 3rd year.)

### THE LESSON.

A hen was brought to school as an object to be studied during the period given to science and language.

The hen laid an egg and began to cackle. Children's laughing surprised it into silence. It tried to sit on the egg but box was too small.

Teacher hurried the hen away so as to give all attention to the language part of the period.

### THE LETTER.

147 Thomas St.,  
Grand Rapids, Mich.,  
March 1, 1894.

DEAR AUNT LILLY:—I will tell you a true story. We had a chicken in our room this morning and what do you think. It layed an egg. We laughed as hard as we could at it. It began to cackle. It wanted to get out of the box. The box was very small so it could not turn around. He wanted to set on the egg but he could not. He got thirsty and wanted a drink. The teacher hurried as fast as she could to get the boy to take the chicken home and take it out of the box.

Your loving friend,

BIRDIE FERGUSON.

## Physics and First Reading.

(The Cook County normal school prints a certain portion of its own primary reading matter, in leaflet form. The lessons are choice stories from classic literature or digests of the science lessons. Ten copies of each leaflet are put into an envelope with other useful material each month, and sold for twenty-five cents. The C. C. N. S. envelope for December, 1893, contains, besides the reading matter, rules for teaching reading, gymnastic cards, games and plays, questions in decimal fractions, science outline for a year's work, and examination questions on the theory of concentration. The following from this set will suggest two nice little lessons in experimental physics for the little ones.)

### ALUM CRYSTALS.

We had cold water.  
We had alum.  
We put the alum in the cold water.  
The alum dissolved.  
We heated the water.  
We put more alum in the hot water.  
More alum dissolved.  
The alum began to fall to the bottom.  
We hung a string in the water.  
In the morning we found crystals on the string.

### LEVERS.

We put the fulcrum under the lever.  
We put the lever under the weight.  
We put the fulcrum near the weight.  
The weight went up. MAUD MYERS.  
We put the lever under the weight.  
We lifted the weight. EMMA LOU GIFFIN.  
We put the fulcrum near the weight.  
We lifted the weight with the lever.  
We lifted it with one finger. LENA YARMAN.  
We had a fulcrum.  
We put the fulcrum under the lever.

We lifted the weight with the lever. ETHA KUNTZ.

We put the lever under the log.  
We put the fulcrum near the log.  
We could lift it. MAMIE EMBREE.

## The Story of a Rain-Drop.

By IDA H. GREEN.

My mother was a dear, beautiful pond. The boys skated upon her in winter and swam in her waters in summer.

The first I remember about myself, I felt a bright sunbeam smiling so near that its warm breath touched my cheek. As I felt the warmth and heat of the sunbeam I began to grow and stretch out. My brothers and sisters at the same time moved away from me, and I longed to fly away with the pretty sunbeam. Soon I spread out so much, and the warm air closed around me so lovingly that I knew we were now a part of each other and no stranger could see closely enough to tell which was I, and which was air. I floated away happy and free, up, up, up, leaving my mother, the pond so far below that she looked like a small mirror.

But O, when we got up so high, we began to meet cold air! Every time I felt the cold air touch me, I felt myself shrink, and come closer and closer together. Soon it was so very cold that the warm air all left me and I knew that I was nothing but a little bit of water dust.

I looked around and saw thousands and thousands of other specks that were so much like myself that I knew they must be my cousins. From the earth below we must have looked like a great big cloud.

I became so friendly with some of my cousins that afterward when it became very, very cold we agreed to join together and make a drop of water heavy enough to fall back to the earth again.

So we did and here we are a beautiful drop of rain making fresh and giving life to this rose.

## The Naming of the Days.

By MARGARET J. CODD.

### SATURDAY.

What am I writing on the blackboard? (Writing Saturday.)

Yes. You may all write it very carefully, when our talk is over. What do we have Saturday? A holiday? Yes. What do we do Saturday? (Many different answers.)

Far, far away across the great ocean, if we travel toward the rising sun, after many days we come to a beautiful country called Italy. Perhaps you can tell me some great man who was born in this country; that will help you to remember it. Yes. Christopher Columbus was born in Italy.

In this lovely land the sun shines warm and bright, and the skies are of the deepest blue, and long, long ago, when the earth was young, one of the elder gods came here to dwell. His name was Saturn. (Write Saturn on the blackboard. Describe his appearance or sketch quickly if possible.)

Saturn was the father of Jupiter, and had had rule over heaven and earth; but his power had been overthrown by Jupiter, and driven from Mount Olympus he sought refuge in Italy.

Saturn found a rude race of people living in that part of the world. They did not know how to till the soil, and lived on what food they could find from day to day. They had no homes as we have, but slept in caves and holes in the ground, and covered themselves with the skins of wild beasts which they killed in the forests.

Saturn felt very sorry for these poor people and came to live with them. He taught them to sow the seed, and soon they had fine fields of grain and fruitful vineyards. He taught them many useful things, and they became prosperous and happy.

The masters became kind to their servants and all the people loved each other; fighting and war ceased, and over all the land was peace and happiness.

We call this time the "Golden Age," because in it were found the most precious things of life, truth and justice, innocence and purity, peace and love.

And the old Romans, remembering what they had heard from their fathers and forefathers, named one day of the week for Saturn in memory of this happy time. Which day was it?

And another honor was paid him—far up in the clear, blue sky when the soft evening shades fall, you may see a planet shining with silvery light. This is called the planet Saturn. It has eight moons like our moon, and round about it whirl great golden rings. We cannot see them with our naked eyes they are so far away; but some time I hope you will be able to take a peep through the great telescopes astronomers use; then you can see



them plainly, and see how beautiful they are; and when you look at this lovely star, it will help you to remember what we have heard of the old Roman god, Saturn.

## The Language of Number.

By ANNA B. BADLAM.

In developing the child's first conception of numbers *one to ten* the teacher has to confine herself principally to the addition of groups or the subtraction of one group from another, as soon as the several groups have become, first, *objects of sight*, second, *objects of thought*; true, incidentally, while busied with these processes, the child learns to count in series of twos, etc., forward and back, and gains a crude idea of elementary multiplication and division of groups, through the medium of the addition and subtraction of similar groups. A time comes, however, when the teacher feels that this perception of number must become broader and more definite if the foundation is to be laid for future building from the elements of mathematical knowledge.

*Measuring groups* is, in the mind of the teacher, a most important step for the child at this stage. In searching for "ways and means" she naturally selects the simplest material to illustrate her method in the most practical way that can appeal to the child's thought and understanding.

A simple way of securing definite action and thought from the child has been successfully used by some teachers. Several sheets of the paper used in kindergarten schools for mounting designs furnish the material at slight expense; this paper is marked off by printed lines into spaces one-inch square, hence the teacher can secure her *units of measurement* by cutting this paper into strips of any desired number of squares; for example, if she wishes the class to measure the twos in any group she provides each child in the class clustered about the number table, which should be found in every school-room where first grade number is taught, with a strip of two squares as the *unit of measurement*—a similar strip is given to each child, who lays the measure upon it and is led to express the thought, "Two will measure two *once*." Next, a strip of four squares is given to each child, who perceives as he lays his unit of measurement upon it that "Four will measure two *twice*." Strips of six, eight, and ten squares are given to each child in succession, and he is led by actual testing with his *unit of measurement* to perceive and express the thought, "Six will measure two *three times*," "Eight will measure two *four times*," "Ten will measure two *five times*."

Various ways will suggest themselves to the teacher to impress these facts upon the mind of the child, so that he not only secures the thought of the number of times a small group is found in a *multiple* of that group, but he realizes that the multiple is but the succession of two, three, four, or five times the special group he takes as a *unit of measurement*. As soon as the thought of the *even* division or groups into small groups has been mastered, it is but a simple step to proceed to what is usually termed "uneven" division, or where a remainder appears.

Each child is provided with his *unit of measurement* as two; the strips of two squares and three squares are given him to measure, and he perceives that while "Two will measure two *once*," "Three will measure two *once*, and there is one square remaining." In similar ways the strips of four and five squares are tested by the *unit of measurement* and compared. "Four will measure two *twice*," "Five will measure two *twice*, with one square remaining." In similar ways the strips of six and seven squares are measured and compared to secure the thought and expression, "Six will measure two *three times*," "Seven will measure two *three times*, with one square remaining." Eight and nine are measured and compared in similar ways to secure the thought and expression. "Eight will measure two *four times*," "Nine will measure two *four times* with one square remaining."

When this knowledge has become fixed in the child's mind he may, for variety, be led to express his thought in answer to such questions as, "How many times can you measure two in two? *four? six? eight? ten?*" and such answers as, "I can measure two in two *once*," "I can measure two in four *twice*," "I can measure two in six *three times*," etc., can be expected.

The next step would be to get practice upon the even and odd groups. "How many times can you measure two in two? in three?" "How many times can you measure two in four? in five?" etc. Such answers as, "I can measure two in two *once*," "I can measure two in three *once* and have one remainder," "I can measure two in four *twice*," "I can measure two in five *twice* and have one remainder," can be expected.

Practical questions should follow such preparatory work, but in each case the child should illustrate upon the ball-frame the number-groups with which he is to deal. In each case the multiple under consideration is to be expressed by the group of two, four, six, eight, or ten balls, using the even groups first, later the odd groups may be introduced. In every case the multiple is to be measured by the *unit of measurement*.

Ex.—"Mary had four cents to spend for apples at two cents each. Find how many times she could buy an apple?" Child illustrates with the balls.

(In each case have some material object, as in this instance, the fruit, to represent the number of apples that can be bought.)

"How many two-cent stamps can I buy for six cents?" Child illustrates with the balls.

"How many pairs of mittens can I make from eight mittens?" Child illustrates.

"How many pairs of socks can I make from ten socks?" etc.

"How many apples, at two cents each, can I buy for three cents, and how much money shall I have left?" Child illustrates.

"I have five plums to give away. How many little girls can have two apiece, and how many shall I have left for myself?" Child illustrates.

"How many lemons can you buy for seven cents, if you pay two cents apiece for them, and how much money will you have left for candy?" Child illustrates.

"How many eggs can you buy for nine cents if each egg costs two cents, and how much money will you have left?" Child illustrates.

As a step in advance the child may be led to feel the fractional division of groups; it must be held firmly in the mind of the teacher, however, that these steps are to be taken only so far as the child can be guided to illustrate the facts of the questions; the aim of the work is not to exercise the memory, it is to awaken thought and develop comprehension of the *language of number* as we find it expressed in problems for mental work of the upper grades.

"Two lemons cost four cents; show how much one lemon costs." Child separates his balls into two groups to illustrate the amount one lemon would cost; indirectly he puts the *fractional* part of the whole cost, as the price of one lemon.

"Two oranges cost six cents; show how much one orange costs."

"Two bananas cost eight cents; show the price of one."

"Two slates cost ten cents; what do you think they cost apiece?" etc.

As soon as even groups or multiples can be measured by two, and the odd groups can be measured and compared with them, the group three should be selected as a *unit of measurement*, and in ways similar to those already mentioned in measurements of two, the groups three, six, nine should be measured and the language expressions given; when this has been accomplished three, four, and five; six, seven, and eight; nine and ten should be measured and compared.

Similar work employing four as a *unit of measurement* for the groups four and eight should follow, and this in turn should be followed by the measurement and comparison of four, five, and six; eight, nine, and ten.

In each step of the work practical questions to illustrate should be given, and the child trained to represent the terms of the questions with the balls upon the frame. In no other way can the teacher hope to unlock the gates of thought for the child as he enters the great field of number which lies spread before him.

## Notation.

From Lock's School Arithmetic (Macmillan & Co.) we make the following extract for primary teachers. It is hardly too much to say that this work absolutely must be done in the teaching of "notation." As soon as you are required to take the pupils over the ground indicated, get your box of tooth-picks and your supply of rubber rings and set your class to work at making the little bundles:

Suppose that the given number of units is represented by that number of counters.

Let all the counters be arranged in groups, each containing ten counters, until less than ten counters are left.

Suppose, for example, three counters are left.

Next let all these groups of tens be arranged in sets of ten, each set containing a hundred counters, until the remaining number of groups is less than ten.

Suppose the remainder to be two groups (of ten counters).

Next let the hundreds be arranged in heaps of ten, each heap, containing a thousand counters, until the remaining number of sets is less than ten.

Suppose the remainder to be four sets (of a hundred counters); and so on.

In this way, as the number of counters is limited, we shall at last arrive at heaps of counters, of which there are less than ten heaps altogether.

Suppose, for example, we have finally, seven thousand counters. We should then in our supposed example have found that the given number of units consisted of seven (thousand) four (hundred) two (ten) and three, or in the usual way of speaking the number of units is seven thousand four hundred and twenty-three.

Thus any number (of units) may be enumerated in terms of the numbers ten, hundred, thousand, etc., by the aid of the numbers from one to nine inclusive.

This is the decimal system of numeration.

# Time Reading in the First Grade.

By L. B. B.

Many children at the ages of eight and ten cannot tell time correctly. Yet it is simple, and may easily be taught in the first grade at school in the five-minute-a-day extra time included by nearly all teachers for miscellaneous work. First, the interest must be aroused—a conversation or story told, in which reverence is awakened for the tiny wheels, the springs—in a word, the works opening to the child a life behind and beyond mere vision. A cardboard dial with movable hands can easily be procured or made for the second lesson, and practice.

From the beginning no child should be permitted to turn the hands backward. The Roman numerals will puzzle the children until they learn that I. is one, V. is five, and X. is ten, all the other numbers are perfectly clear when the children catch the idea that I. before V. (IV.), one before five, is four; so I. after V. (VI.), one after five, is six; II. after V. (VII.), two after five, is seven; and so on. That is *thinking* and dispenses with the parrot method of counting. The children should learn at first only the exact hours—one o'clock, five o'clock, eight o'clock, etc.; and if this five-minute lesson is after morning exercises no teacher need be surprised at hearing the hours of ten and eleven o'clock announced by the awakened little thinkers. The half hour comes next, when the big hand goes half-way round and the little hand goes half of its journey, the big hand running twelve times as fast as the little hand.

Children are always delighted at this discovery, and are always quite careful to make the little hand stop half way between the hour dots.

The Clock Game is always a helpful one; twelve children impersonating the hours, one child the hour hand and another the minute, while the other children, awaiting their turn to be the active players, tell what time is to be represented.

"Half past one" begins to be a mental vision of the little hour half gone—told by the little hand gone half way past the one and half way to the two. Quarter hours are taken up in the same way.

Last the little minutes are introduced, sixty of them in groups of fives, and almost before the teacher is aware the little explorer will reveal the fact that he is already acquainted with them, and that he can now really "tell time," not always quickly or correctly, that comes with practice, but with an unflagging and intelligent interest.

## The Study of "Eight."

By A NORMAL STUDENT.

1. I saw four cows in the field, and in a little while I saw there were eight. How many more had come?  $8-4=4$ .
2. Four little boys went rowing, one spring morning, and each had two oars. How many oars were there?  $2 \times 4=8$ .
3. May and Jennie hunted for Easter eggs. May found five and Jennie three. How many did they both find?  $5+3=8$ .
4. One summer morning I went into the garden and saw six little buttercups. The next morning I saw eight. How many more had come?  $8-6=2$ .
5. I took eight little girls for a walk in the park. I told them to walk three by three, and those that were left over to walk with me. How many rows did we have, and how many walked with me?  $8 \div 3=2^2$ .

〇 〇 〇 〇

〇 〇 〇 〇 Four and four are eight.

h h h h Four from eight leave four.

h h h h

● ● Four twos are eight.

● ●  
● ●  
● ●

□ □ Two from eight leave six.

□ □  
□ □  
□ □

X X X X X Five and three are eight, three and three are six and two are eight. There are two threes in eight and two left over.

△ △ △ △ △ Six and two make eight.

△ △

↑ ↑ ↑ ↑ ↑ ↑ ↑ Seven and one make eight.

↑

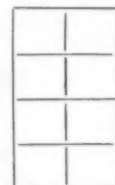
\* \* \* \* Four and three are seven and one are eight.

\* \* \*

↑ ↑ ↑ ↑ ↑ Five and two are seven and one are eight.

↑ ↑

↑



Two fours make eight, four twos make eight.

One half of eight is four.  
One quarter of eight is two.  
One eighth of eight is one.

Add.

Sub.

Mul.

7+1  
6+2  
5+3  
4+4 8  
3+5  
2+6  
1+7

8-1=7  
8-2=6  
8-3=5  
8-4=4  
8-5=3  
8-6=2  
8-7=1

One 8  
Two 4's  
Four 2's

## An Exercise in Adding.

By IZETTA GAMBLE.

An interesting exercise for young pupils is this: I draw a large tree on the blackboard with a number of ladders leaning against the trunk and limbs. On each round of the ladder I put such numbers as 2, 1, 3, 2, 4, 1, 3. Sometimes I use twos only or threes. A child is now called upon to climb one of the ladders. If he makes a mistake he tumbles to the ground and another child climbs the same ladder. If the child succeeds in getting to the top he is allowed to sit on the limb of the tree and watch the other children climb. This is represented by drawing a little boy sitting on the limb of a tree at the top of his ladder, or if a little girl succeeds, her picture is quickly drawn.

The children take great delight in this exercise and by it learn to add rapidly.

## Seed Study for Lowest Primary Classes.

By FRANK O. PAYNE.

The following is an outline of observation work on seeds and germination, which has been followed in our lowest primary classes during the past three months.

The drawings are made by the pupils, not one has been doctored. They have been copied by tracing, and inked line for line.

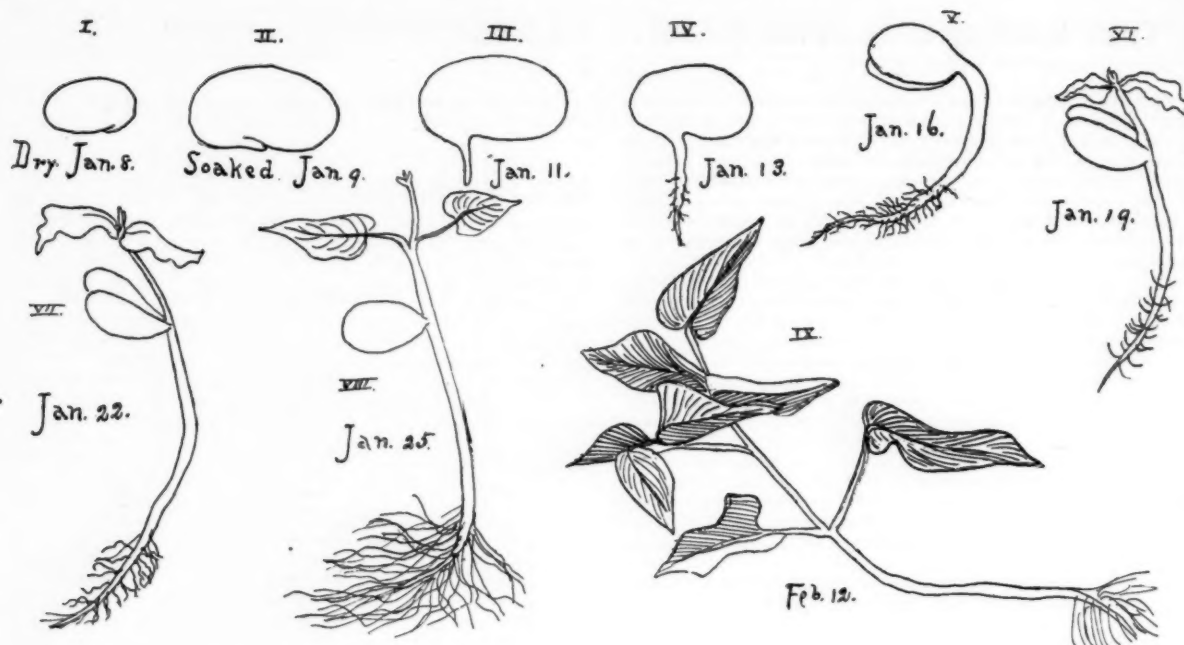
The children range from six to eight years of age. Lessons are given in the following order:

I. *The scar (hilum).* This is where the seed grew to the pod. The scar is interesting to observe. It varies so in size. The children are given many kinds of seeds just to observe the scars. Beans, pease, almonds, chestnuts, horse-chestnuts, corn, and other large seeds, show great diversity in size, shape, and position of the scar.

II. *The little gate.* Tell the children that inside the seed is a little baby plant and that there is a little gate or door where it can come out when it gets big enough. Then the little opening (microphyll) just below the scar on the bean is pointed out and the children are told to find the little gate on other seeds. This will be hard to do in some seeds, for the little gate is sometimes merely a pore that can only be found with a needle point. It is worth the search, however, for it will bring out the fact that the little gate and the scar occupy very different positions on the seed.

III. *The overcoat.* Tell the pupils that the little baby plant (germ) must have a coat to keep it warm. Soak the seeds and carefully cut away the outer seed coat (overcoat). The children should do the same with a pin. Get them to describe the outer coat (testa). Such words as smooth, rough, thin, thick, white, brown, wrinkled, ridged, etc., will come up and furnish excellent language drill.

IV. But tell them that kind Mother Nature gave the little baby plant two coats, and ask them to find the under coat. Tell them that the baby is sleeping and they must be careful so as not to



wake it up. They will thus find the *inner coat* (tegmen) and then the baby itself is exposed.

V. *The baby.* Direct the pupils to separate the seed leaves and see the little baby lying there between. 1. Point out the pointed portion, it is the baby's *foot* (radicle). 2. Point out the two little leaves (plumule). This is the baby's *head*. Then taking some fresh seeds, plant them on wet cotton in tumblers so that the growth may be observed. No drawings of the inside were made because of its small size, but the children were encouraged to *tell* all they knew of the coats and other parts of the seed.

VI. *Growth.* Figures I. and II. were traced around and special attention was called to the little gate, so that the children became eager to watch the *little baby* creep out through the gate. Drawings were made every two or three days. Errors were carefully noted, as, for example, when a little six-year-old drew the roots in Fig. VI. making them turn upward, and when an eight-year-old put parallel veins on Fig. IX.

#### SUBSEQUENT WORK.

Corn was planted Jan. 28—and observations lasted through the first week in March. Pease were planted last week and some very interesting work is progressing on that seed.

By the time the pea has been studied, young maples, acorns, horse-chestnuts will be sprouting and a *valuable fund of knowledge*, an *increased power of observation*, and a more hearty appreciation of *Nature's plan* and *God's providence* will have been awakened in those children's minds.

## Such Queer Cradles !

By FRANCES JEANNETTE PARK.

Such a queer, queer place for the babies' cradles ! And in winter time too ! Shouldn't you think they would perish ? Poor little dears ! Where are the cradles, do you ask ? Why, up in the trees. It makes us shiver to think of them, but good old Mother Apple Tree knows just what to do for her babies, and last fall, while all the apples were ripening and the leaves were dressing up in their gayest colors, all the Apple Tree babies were tucked up in their tiny cradles, covered well with soft little woolly blankets and gently rocked to sleep by Mrs. Autumn Wind while the birdies all sang soft, sweet lullabies.

"Now, remember, darlings," Mother Apple Tree had said, as she kissed the sleepy little eyes, "you are none of you to get out of your cribs until Robin Redbreast calls you. I am very tired and we will all take a good long sleep. Now be my good children and wait for Robin. Goodnight, little dears," and "goodnight, goodnight," answered each tiny baby. But just as Mother Apple had settled herself for a good rest, came a tiny voice with, "Did you say Sunbeam will call us ?" "Dear me, no, child !" exclaimed Mother Apple Tree. "We can't trust Sunbeam. It is Robin who will call us," then once more she settled down to sleep saying to herself, "What a care children are ! But after all, what would the world do without them ? Bless their little souls !" and with that she dropped off to sleep.

Such a long sleep too, for she had worked hard all summer,

caring for her gay, thoughtless children, the leaves, and her good quiet children, the apples. The leaves were sometimes a great trial to their good patient mother, for they cared for nothing but to play and to dance and to wear pretty dresses, but the apples were quiet and thoughtful ; trying all the time to be like their mother and these dear babies were, some of them, to grow into leaves and some into apples and so it was no wonder the good tree was quite tired, caring for such a large family. Good mothers all grow tired at times, for they are all the time helping their little ones to grow in the best ways, and little children, who love their mothers very dearly, try to please them by doing right and that rests, as well as pleases the good mothers.

And so the Apple Tree family slept and slept. The days grew colder and darker. The nights grew longer and the stars shone more and more brightly in the clear, frosty air. Thanksgiving came and went. Christmas came and with it the beautiful snowflakes. New Year's came, then St. Valentine's day, then Washington's birthday, but still they were all fast asleep.

You know what a little mischief Jack Frost is, don't you ? Always up to tricks and mean tricks too, many times. Well, one day early in March, after he had pinched little boys' noses and pulled little girls' ears until even he was almost ashamed of himself, he happened to spy the little cradles. "Oh, ho ! Mrs. Apple Tree !" cried Jack. "Now won't I have fun with your babies !" So he began calling, calling to the baby buds to wake up, but though they heard him, they just cuddled down in their soft little blankets and never so much as took a peep at naughty Jack. Then he began singing in his squeaky little voice, about the bright sunshine, the wonderful snowflakes, and the glittering frost sparkles, and while he was coaxing, there came along a sly little sunbeam who began calling, "Wake up ! Wake up, you sleepy little buds ! Just see how bright I am and let dear, good Jack make a frost sparkle of you. Then won't you glitter ! So much finer than just to be a common green leaf or an apple." "That isn't Robin Redbreast," said one little baby bud to herself, "and mother said we cannot trust the Sunbeams, but I'm not sleepy any more and I should love to see Jack Frost ; I've heard so much about him and I'm sure the Sunbeams were very kind all last summer. Mother must have forgotten."

So that naughty baby pushed off the soft blankets a wee little bit and peeped out and right there, close by, was naughty Jack watching for her. "Come on !" cried Jack catching her roughly in his arms. "Oh ! Oh ! Do let me go ! You hurt so ! You are so cold," cried the poor baby. But Jack whirled her around in the sharp, frosty air and then threw her, now only a tiny frost sparkle onto the hard, cold ground.

A few weeks later, when the dear, faithful Robins came to waken the Apple Tree family and all the good babies pushed aside the soft little blankets and once more looked out on the beautiful world, there stood the empty cradle of the poor little baby who didn't mind her mother.

*Cruelty to Children.*—"What was Helen crying about, Polly ?" asked Polly's mamma, as the little one came in from the playground. "She dug a great hole in the garden, and her mamma wouldn't let her take it in the house with her."—*Harper's Young People.*



## Primary Drawing.

By D. R. AUGSBURG.

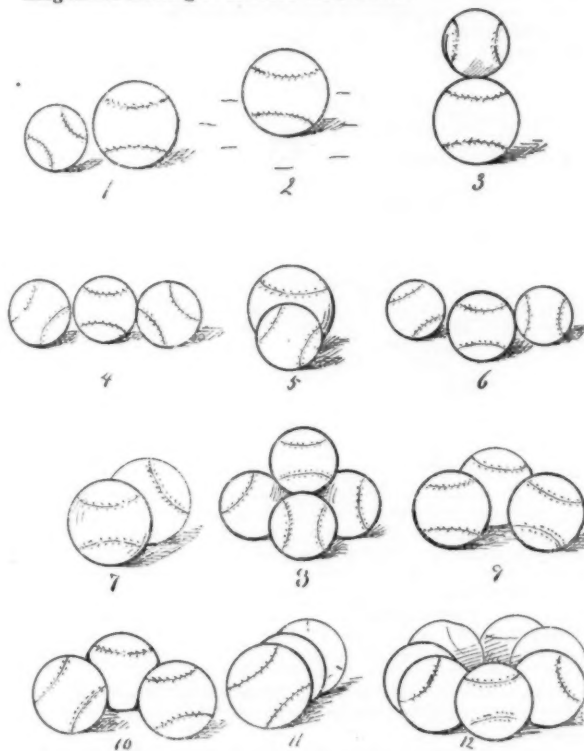
(1) Place a box and an apple before the class, and let them draw it. This is *object drawing*.

(2) Let the class reproduce the box and apple by looking at the drawing they have made. This is *copying*.

(3) Tell the class to reproduce the box and apple without looking at either the drawing or the objects. This is *memory drawing*.

(4) Tell the class to draw the box and place the apple on top of it. The drawing of the box and apple is memory drawing; the placing of the apple on the box is *imaginative drawing*.

Object drawing, copying, memory drawing, and imaginative drawing should all go hand in hand. They each have a value of their own. Object drawing to improve the eye, copying to improve the method, memory drawing to improve the mind, and imaginative drawing to broaden the intellect.



There are two general methods of drawing:

(1) *The direct method* which is drawing directly from the object with the aid of the hand and eye alone.

(2) *The indirect method* which teaches drawing through the aid of copies, type forms, and problems.

Both of these methods have their excellences and should go hand in hand. By the first method the pupil gains the power to do. By the second how to do.

Teach pupils to hold various objects such as an apple, leaf, cup, knife, etc., in one hand and with the other draw it on the blackboard, slate, or tablet. This will give the child power to do. The object at first may be very imperfectly drawn, but this is nothing. The aim is not the drawing but *the try*. You may not be able to draw these objects yourself, but do not let this hinder giving your pupils a chance.

The indirect method is very much as follows: "You have been teaching the sphere and are now teaching the application of the sphere. A ball is similar to a sphere. Place a ball before the class. Better still if each pupil has a ball. Draw a ball on the blackboard to show how it is drawn. Teach the class how to draw the ball.

To gain practice give easy problems as follows:

- (1) All may draw a ball on the blackboard, slate, or tablet. (Fig. 2.)
- (2) Pass from drawing to drawing and place a little mark, as in Fig. 2, where you wish them to draw another ball.
- (3) Draw a large ball and place a small one at the left. (Fig. 1.)
- (4) Draw a large ball. Place a small ball on top of it. (Fig. 3.)
- (5) Draw a ball. Place another ball on the left. On the right. (Fig. 4.)
- (6) Draw a large ball. Place a small ball in front of it. (Fig. 5.)
- (7) Draw a small ball. Place a large ball behind it. (Fig. 5.)

(8) Draw a ball. Place a ball at the left and behind it. At the right and behind it. (Fig. 6.)

(9) Draw a ball. Place another ball behind and a little to the right. (Fig. 7.)

(10) Draw a ball. Place another ball in front and slightly to the left. (Fig. 7.)

(11) Draw a ball. Place a ball behind it and to the left. To the right. Place a ball on top of them. (Fig. 8.)

(12) Draw a ball. Place a ball on the right of it. Place one behind the two. (Fig. 9.)

(13) Draw a ball. Place a ball in front and to the right of it. To the left. (Fig. 10.)

(14) Draw a ball. Place a ball behind it. Another behind the last. (Fig. 11.)

(15) Draw a circle of balls. (Fig. 12.)

Apples, pears, pumpkins, cherries, etc., may be substituted for the balls.

## Child-Life in Other Lands.

If you should go to Holland at this time of the year, I am afraid you would not enjoy the trip very much, for in spring (and autumn) a large portion of the kingdom is covered with water. The land, you must know, is very low; large tracts lie below the level of the ocean, and many river-bottoms are higher than the adjoining country. How is this possible? It has been necessary to construct immense walls or dikes to keep out the waters. These dikes are usually 30 feet high and 70 feet broad. They must be watched very closely else the country would soon be destroyed. The bursting of a dike is followed by fearful disaster; thousands of houses would be buried under water and many lives lost. This has happened repeatedly. I am told that nearly one million persons have met their death in this way.

There are four things that will strike you as rather peculiar in Holland. The dikes I have mentioned. The canals come second. Of these there are all sizes, from the North Holland Canal which is 120 feet broad to those of only a few feet in breadth. Many persons are born, live and die on their canal boats. Third, are the wind-mills. Of these there are said to be more than 10,000 in Holland. They are used to draw water from the lowlands into the canals, to grind corn, saw wood, etc. The people in the low portions of the country build their houses on posts. Why do they do this?

Here I have brought you a picture showing two busy Dutch people. (Picture 1.) What is the woman doing? Describe her dress. Describe the dress of the little girl. The girls usually wear embroidered bodices, red skirts, and buckled shoes or thick clogs. Did you ever see such clogs or wooden shoes as the little girl in our picture has? Tell how they are made. (Each cut out of one piece of wood.) Why do they wear them? They keep their feet dry when they walk on wet ground. On Sundays all the people wear leather shoes. On Saturdays one can hardly get along without the clogs. The Dutch love cleanliness and tidiness above everything else. They are constantly sweeping, scrubbing, brushing, and polishing. The Saturdays and other days preceding a holiday are general cleaning days. Each room and hall in the house is scrubbed, and fresh sand strewn on the floor; the windows, picture frames, doors, in fact everything in the house, including the little boys and girls, are thoroughly washed. Water is dashed on the door-steps and the sidewalks. The gutters are full to overflowing. The village looks as if a heavy rain had poured down upon it. If you go to the rear of the houses you find that the dairies and stables have also undergone a cleaning. Women and girls are scrubbing the copper kettles, milk cans, and saucepans, with sand and water. If one should venture out in leather shoes on such days the feet would soon be so wet that one decides that those heavy wooden clogs are a good thing after all in a country where people seem to be rubbing, scrubbing, scouring, and washing all the time.

Now look again at the picture of the little Dutch girl. What is she doing? Yes, she is knitting. Dutch girls learn to knit when they are hardly four years old. They begin to work with two needles, and their mothers teach them how to make pretty wash rags, covers to put under the lamp, garters, and other useful things. When they have learned to use all five needles they make wristbands and stockings. The ball of wool given them for the first work with five pins is a wonderfully pretty thing. The children call it wonder-ball. And that it really is. Candies wrapped in colored paper, little dolls' rings; ever so many good things are all hidden in that large ball that is covered with pretty ribbons and put in a handsome case together with the first five knitting pins. As the little girls work away on the first stocking one trinket after another is brought out, and when the whole ball is used up there they find in the center a gold piece, or some other valuable gift. I am sure you should all like to learn knitting if you would get a wonder-ball. But Dutch girls get only one such ball. After that they use ordinary ones. They knit whenever they have nothing else to do. You would be surprised to see the girls work their needles when they go to school, at recess, and on their way home from school. You wonder who will wear out all the stockings they knit? Well, they make also mittens, caps, rugs, skirts, covers for baby's carriage and cradle, and many other things.

The woman you see peeling potatoes is sitting in the kitchen. If you could look in there you would see a large and tidy room,

the floor made of red bricks and covered with fine red sand, tiled walls, polished wooden chairs and tables, a large hearth, shining kettles, pans, and plates, a large old-fashioned clock standing on the floor, and quaint-looking pictures. Baby's cradle is there too. The plump little rosy-cheeked Dutch baby in it is fast asleep. The kitchen is the principal room in the house. Here the family gathers in the evenings and on Sundays, around the large and heavy table in the center. Here visitors are received. The parlor is hardly ever occupied except on great festivals, such as christenings, weddings, and birthdays. It is the cosiest place in the whole house. On Saturdays you can look in when you watch the housewife enter it in stocking-feet to sweep the floor, dust the furniture, wash the windows, the large standing looking-glass, and the pictures, polish the chairs, and rub the door-knobs. The windows are hidden by gaily-colored wooden shutters that are only opened on cleaning days to admit light and take their share of scouring at the hands of the busy housewife.

By the way, whenever you enter a Dutch cottage you must always leave your clogs outside. That is what everybody does. That accounts also for the pair of shoes you see standing there (in the picture).

[Have the children make a story of what they see in the picture.]

This picture (No. II.) shows how Dutch country boys look. What is the boy doing? You can see many carts drawn by dogs in Holland. What do you suppose those broad and shining copper cans contain? Yes, milk. Usually you find women leading the dog. But the little boy has a holiday and is helping his mother. The woman with the yoke on her shoulders, who is carrying two buckets, is his mother. She is carrying water-cress (explain when necessary) in those buckets to bring to her customers. Describe the dress of the boy. All boys and men in the country districts wear such baggy trousers that only reach to the knee. Often their jackets are decorated with large shining buttons that are made of copper, silver, or perhaps even gold.

[Here let the picture story follow.]

Winter in Holland is the most joyous season in all the year. There being so much water in the country, winter has a splendid chance to make large skating grounds for the people. The many rivers and canals are generally frozen for several months. Everybody who is able to move about puts on skates. Boys and girls skate to school, to the store, to market, to neighboring towns, and to church. Here and there you notice long rows of children, all having joined hands, skating along or playing "crack-a-whip." There is fun in plenty, and the happy faces and merry shouting of the young skaters give evidence that they are heartily enjoying it.

## Lessons in Vocal Culture.

By JENNIE SKINNER BALDWIN.

This is simply a vocal drill on some of the hardest sounds. By allowing the class to imitate your voice it will be found a profitable and pleasing exercise. The children will soon learn to listen for sounds in nature, and in their social or business environment, and try to imitate them.

While telling the story sketch this picture on the board before the pupils.

In our last lesson I promised that I would some time tell the story about Charlie's visit to the frogs. Would you like to hear it now?

As Annie was busy helping mamma put baby to sleep and could not go sailing with Charlie, he thought he would go to the pond in the meadow and hear the frogs. He soon reached the shady bank and lay down to rest. It was not long before he heard an old uncle frog calling out, "ng, ng" (children imitate), while another frog said "n, n." An old cross frog was continually saying, "r, r," much to Charlie's amusement. He tried to imitate all these sounds, so that he could tell Annie about them when he reached home. Thinking of his sister reminded him of the baby for whom she was caring. He thought she sometimes made funny sounds, and wondered if he could make the same. He continued half aloud:

When she wants a drink of water she always says "i, i," and to attract your attention calls out, "ä, ä" or "ü, ü." Sometimes she says "w, w," or "wh, wh," and when provoked makes this noise, "y, y." Then mamma points her finger and says, "ö, ö," very slowly. Whenever I speak to the deaf man across the street, he says, "ë, ë, Charlie?" While he was thinking about his home, the frogs were very quiet; but now they began again, and Charlie laughed to hear so many new voices that he had not noticed before. One frog piped up with "d, d;" another "j, j," and "g, g," and at last a little fellow with a curled tongue almost made Charlie jump when he called "l, l."

He had been sitting on the ground for some time but did not think of catching cold, until he began to sneeze. "How funny!" thought Charlie. "I wonder if I can imitate that sound, 'ch, ch.'"

Then he coughed, "k, k" and "c, c." He feared he might be catching cold, so he jumped over the fence and started for home. He was some distance away, but he could hear the cow say, "m, m." Looking up the railroad track before crossing it he saw something coming, so he waited in the pasture. True; it was a train of cars. They stopped near Charlie and he could hear the steam, "p, p" and "t, t." At last the engineer rang the bell, and the train started with "ch, ch," and was soon out of sight. He crossed the track and found the path home.

The leaves among the branches were making a strange, sweet sound, and he listened.

Yes; he thought he could imitate the wind, too, "f, f; v, v; th, th;" then it died away. A lonely little cricket chirped "x, x." He heard a bee buzzing near a flower; it said, "z, z." When several came to keep this one company, they seemed to be singing "zh, zh," which sounded very musical to little Charlie.

He looked at the watch that his uncle Charlie had given him for a birthday present, and found that he must not remain in the fields much longer, for it was getting late. While putting his watch back in his pocket he heard it whisper softly, "q, q."

He was now near the road; what do you think he saw? A man leading a great animal by a chain. Right; it was a tame



bear. He heard him make a grunting noise that sounded like "b, b." Just then his good dog came panting to him with "h, h," and Charlie was glad to run home with him, for a great ugly snake crawled by that made a hissing noise, "s, s," that Charlie did not like. He soon reached home, and started to tell Annie about his afternoon travels, but mamma called out, "sh, sh!" for baby had not yet awakened.

Charlie and Annie then went to the garden and had a good talk. Charlie promised to take his sister to hear the frogs sometime.

Who will try to imitate the sounds he has heard in the park?

"The old black duck in the pond said, 'quack, quack,' when I went near her."

"My dog barked 'bow-wow' when I showed him the rabbits in front of the pavilion."

"I said 'caw, caw' when I heard the old crow calling to me."

"When mamma went near the owl it screamed, 'hoot, hoot.'"

To-morrow I will ask you to try to imitate some of the sounds you have heard at home. If you listen to your kitten, your clock, bell, sheep, and bird, I am sure you can tell me some sounds that we have not heard in to-day's lesson.

## Supplementary.

### Three Little Kittens.

Three little kittens in coats so gray,  
Went out with the Old Mother Cat one day.

Said the first little kitten: "If we only might see  
A monstrous great rat, what fun it would be!"

Said the next little kitten: "I'd seize hold of his head,  
And bite him and squeeze him 'till he was dead."

Said the third little kitten: "Should I see a rat,  
I'd eat him all up in much less time than that."

Suddenly something jumped out of the wood—  
And the three turned and ran as fast as they could.

And never once stopped till they came to their house;  
Yet it wasn't a rat, but a wee baby mouse.

It was caught and then eaten by Old Mother Cat;  
Said the three little kittens: "Now just think of that!"

## Flowers and Bees.

(A Kindergarten Finger Play.)

By CLARA J. DENTON.

Ten showy flowers (*a*)  
In a garden bed;  
Purple, blue, and yellow,  
Pink and white and red.

Ten honey-makers (*b*)  
Buzzing here and there, (*c*)  
Sipping till the flowers (*d*)  
Yield their sweetness rare.

Ten showy flowers (*e*)  
Waving in the light; (*f*)  
Now they close their petals (*g*)  
Sleep the livelong night.

Ten honey-makers (*h*)  
Hear them buzzing so; (*i*)  
Now the night is coming (*k*)  
In the hive they go. (*l*)

## DIRECTIONS FOR MOVEMENTS.

- (*a*) Hold up both hands with fingers outspread throughout this verse.  
(*b*) Close the fingers and lay the thumb across the palm; let the tips of the fingers touch the thumb.  
(*c*) With fingers in same position wave the hands about in a circle and at close of line make the sound of a bee buzzing.  
(*d*) Open the fingers and bend one after another as if touching the flowers.  
(*e*) Fingers outspread as in first verse.  
(*f*) Wave hands about.  
(*g*) Close hands tightly.  
(*h*) Softly.  
(*i*) Close hands suddenly.  
These verses may be sung to many of the familiar kindergarten tunes.

## For Four Children.

By K. AIMEÉ.

Little girl.—

What is it, I must do, to be real good and kind,  
And never let a person scold, or any fault to find?  
Why try to please my parents, sisters, brothers, all,  
Always answer cheerfully, if any of them call.

Little boy.—

Let me see if I can tell, what it is that I must do,  
To talk upon all subjects, like papa to sister Sue.  
Why, listen very carefully to all that I may hear  
And try to learn the same, in terms quite short and clear.

Little girl.—

If I wish to be promoted, I must study with my might  
And try to do those things, that I'm sure are just and right.

Little boy.—

If I wish to be a president, I must learn all that I can,  
And try to be like Washington, an honest, upright man.

Chorus.—

Some day, we'll all be grown, you see,  
And each of us shall be,  
A member of a willing band,  
To lend a helping hand.

## A Boy's Question.

By Mrs. S. S. WOOD.

I wonder what I'm good for?  
That's a thing I'd like to know;  
"Just to tear and wear out clothes,  
And to make a holy show."

That's what Nell said yesterday,  
When the fellows tripped me up,  
Rolled me in the mud, and tore  
My hat, 'cause I chased Joe's pup.

"Good to make a dreadful noise  
And the very roof to raise;"  
At least that's what father says;  
He gives boys that kind of praise.

Good to make them all "ashamed"  
Of my "rough boy's ways and deeds,  
That spring up on every hand  
Just like summer's growing weeds."

That's the cry from all about—  
No one thinks I'm any good;  
And with a vim they all "pitch in;"  
Lots of fault finding I've stood.

First I hear: "The little scamp!"  
Next: "That boy will break my heart!"  
I don't think I'm any good—  
Not a soul to take my part.

I shan't always be a boy,  
That's one very certain thing;  
And when once I am a man  
Their talk will have another ring.

## The Stars.

By AGNES M. MANNING.

(Recitation for First Year in Primary.)

At night the stars wake in the skies,  
They look at me with shining eyes,  
In bed 'til I fall fast asleep,  
I see them through my window peep.

They all go sailing to the west,  
And one is brighter than the rest,  
And one guides all the ships at sea,  
That bring fine things for you and me.

## Studies in Natural History.

By THOMAS TAPPER.

I want to know what snakes are for,  
And why snails have no legs;  
And how the golden yolk I love  
Is put inside of eggs.

Why little kittens cannot see,  
And just how long are whales;  
And why the bumble-bees fly 'round  
With needles in their tails?

## Wreath Drill and March.

FOR PRIMARY GIRLS AND BOYS.

*Costume:* (Girls)—Simple white dresses with blue sashes. Care should be taken to have the dresses of uniform length and the sashes of same shade.

*Caps*—Blue with ordinary black visor.

*Wreaths*.—Twisted with white flowers and tied with long blue ribbon, same shade as sashes.

(Boys).—Should it be convenient a simple gray suit could be made of any cheap material. Should this be impracticable confine yourself to gray caps, which should correspond to the girls' in shape.

*Wreaths*.—Same size as girls', but made of red flowers and tied with long bows of gray ribbon.

*Flags*.—Two good sized bunting flags. At the top of one are streamers of blue, and at the top of the other one are streamers of gray.

## MARCH.

*Music*.—Any march in which the time is strongly marked.

*Lines*.—One line of boys and one line of girls.

*Leaders*.—One line will be headed by flag-bearer (*a*); boy who carries flag with gray ribbons. The other line headed by flag-bearer (*b*) will consist of girls with blue ribbons.

1. The girls enter from the right in single file, carry wreaths as high as head and in the right hand. Boys enter from opposite side with wreaths in left hand.

2. By marching up either side of the stage and turning corner the leaders meet in center of stage.

3. At signal of piano (*one*) wreaths are lowered and boys change wreaths into right hand; (*two*) face audience; (*three*) flags and wreaths are raised as in salute; (*four*) lowered, boys change back to left hand; (*five*) face; (*six*) march. Lines cross each other in a short diagonal line and march to back of stage, where they meet and cross again. Repeat in front.

4. Meeting again at back they form a double column and march down the center of stage. Wreaths are now raised over heads horizontally.

5. Line separates again at center, marching across front of stage and down sides to back.

6. Lines join at center as before and cross wreaths in center. The leaders going in single file, the flag-bearer (*a*) in advance.

7. At front of stage first pair headed by leader (*a*) turn to left, second pair headed by flag-bearer (*b*) turn to right (remaining pairs alternating with these lines.)

8. Meeting at the back each couple slips into its original posi-



tion. (With the assistance of one of the teachers or the older pupils who will stand quietly by during this separation and replacing, and motion to the children who are apt to become confused, this otherwise intricate march will become quite within the scope of little folk.)

9. Wreaths are held over the heads of the pair in front as the lines come up the center.

10. Separate into single lines and proceed around stage as at first.

11. Meeting at back both lines join into one; a boy behind each girl.

12. At front the flag-bearers make an arch with their flags and the line marches under it and back to leaders.

13. Leaders fall in line and (a) forms the line into a circle.

14. Piano chord (*one*) face out; (*two*) salute as before; (*three*) girls fall on one knee, each boy drops his wreath over his partner's head. Flag-bearers step to center of ring and cross flags; (*four*) girls stand and boys step forward and kneel. The girls then crown the boys; (*five*) stand, and all fall in line, the leaders marching one around the stage and out.

### Contentment.

(For 3 girls and 1 boy.)

By MARY GEIST.

(Buttercup should be dressed in bright yellow cheesecloth or other material. Daisy in white, with a very full frill around her neck, and a cap of a dull yellow—duller than the color of buttercup's dress—on her head. Robin should have on dark brown trousers and jacket and red vest. The platform may be arranged so as to look like a garden,—a green rug will do, with pots of various kinds of flowers standing around. Daisy, Buttercup, and Robin should be seated on low stools. Daisy higher than the others, Buttercup half hidden by a large plant, and the Robin near her. Buttercup must droop her head slightly. All that Robin and Buttercup do not say, should be said by a little girl of about nine or ten years, who should stand at one side and may be dressed as for gardening, with a watering-can in one hand and a rake in the other.)

*Little Girl* :—

Down here, one day, in my garden gay,  
The flowers all bloomed together,  
Save one, who tried to hide herself,  
And drooped, that pleasant weather.

A robin who had flown too high,  
And felt a little lazy,  
Was resting near this buttercup,  
Who wished she were a daisy.

For daisies grow so trim and tall;  
She always had a passion  
For wearing frills about her neck,  
In just the daisies' fashion.

And buttercups must always be,  
The same old tiresome color;  
While daisies dress in gold and white,  
Although their gold is duller.

*Buttercup* :—

"Dear Robin,"

*Little Girl* :—

Said this sad young flower,

*Buttercup* :—

"Perhaps you'd not mind trying  
To find a nice white frill for me,  
Some day when you are flying."

*Robin* :—

"You silly thing!"

*Little Girl* :—

The Robin said:

*Robin* :—

"I think you must be crazy!  
I'd rather be my honest self  
Than any made-up daisy.

You're nicer in your own bright gown—  
The little children love you;  
Be the best buttercup you can,  
And think no flower above you.

Though swallows leave me out of sight,  
We'd better keep our places,  
Perhaps the world would all go wrong,  
With one too many daisies.

Look bravely up into the sky,  
And be content with knowing,  
That God wished for a buttercup  
Just here, where you are growing."

(The little girl who speaks should turn to the Buttercup, Robin, and Daisy, as she mentions them in the verses. To close, they may all walk to the front of stage, and recite or sing together to the tune of "Auld Lang Syne.")

We'll all be pleased with what we are,  
Nor wish to be aught else;

For we're just what God wished to have,  
Or we'd be something else.

(Repeat to second part of tune.)

*Buttercup* :—

To be a happy buttercup,  
I will consent;  
And never more will wish to change,  
But be content.

*All* :—

We'll all be pleased with what we are,—etc.,  
And, now, dear friends, we hope that you,  
The truth will see,  
That is, to always be content,  
Content to be.

### Arbor Day.

(For eight very little ones. Each child holding a letter.)

Are you sure you're all aware  
Of the meaning of this day?  
There may be some among you  
That would like to hear us say.

Ready for real work or play  
Is the rule by which we live.  
But the real work of to-day  
We'll endeavor now to give.

Before we tell you plainly—  
Perhaps we better ask you?  
But as you are company  
That surely would never do.

"Oh! What a great waste of words,"  
I hear one visitor say,  
"Wonder if they really know  
The true meaning of the day."

Rest assured we do, "Sir,"  
Or we wouldn't have begun  
To solve so great a question  
When we felt we were so young.

"Dear me"—I truly do feel,  
We ought not to trifle so  
Or you surely will go home  
Thinking that we do not know.

(Crying.)

And my part was to tell you  
But O My! O My! O My!!  
I've forgotten what it was  
I can do nothing but cry.

(Laughing.)

Yes; May was going to tell you;  
(O what a good time to tease!)  
But now I'll tell you myself—  
The day is for planting trees.

*All*.

Now don't say we knew nothing  
Because we have just begun;  
For further information  
You may ask an older one.

### Story of the Apple.

By MALANA A. HARRIS.

It comes as a beautiful blossom in spring,  
When nature is waking with musical ring.  
Its pink-tinted petals, and fragrance so sweet  
Makes always its bower a lovely retreat.  
The breezes then hasten and scatter around  
The sweet scented petals all over the ground;  
But softly the heart of it made without fear  
Is gradually formed in the shape of a sphere.  
The roots of the trees with their mouths all around  
Are gathering their food and their drink from the ground,  
And thus feed the sphere while it grows all the while  
To form a large apple to make children smile.  
These blossoms all come in the spring of the year,  
But when grown to apples, the autumn is here.  
What fun for the children, the grown folks, and all,  
To go to the orchard and gather what fall,  
Or some one will climb up in the tree with a will  
And shake down the apples our basket to fill.  
Thanksgiving we all will have apples to eat,  
And Christmas these beauties will still be a treat.  
Far into the winter they pleasure will bring,  
The apples that started with blossoms in spring.

## Editorial Notes.

A few years ago an address was delivered by a county official on "Improvement of our Schools;" it was filled with excellent sentiments. Three years passed and he was asked how much he had accomplished in the way of improvement; he declared it was far below what he had expected. The ignorance and indifference of parents, the incompetence of teachers to do more than plant a few facts, the narrow course of study, the absence of standards (one teacher doing far less for a certain class than another), the absence of libraries and apparatus, were cited as obstacles of so great a magnitude that it seemed impossible to remove them. The tendency was to "let things slide." By the way, when the county superintendents (commissioners) of New York state hold their annual session, would it not be well for them to lay plans to overcome these obstacles? Let them look over their programs for the past and see if this has been the aim?

Is there an American language? The *North Carolina Teacher* holds that "America has a language of her own," and suggests that a congress should be called and the number of tenses, voices, genders be fixed by it; and no text-books allowed to be at variance with the decisions made. Why not have the present Congress tinker up a grammar after they have got through with the silver and tariff matters? Their tongues will be limber by that time; and they will be as likely to settle the question as anybody.

The National Bureau of Education is often asked to recommend books for teachers. In reply to these inquiries Dr. Harris has furnished a list giving the titles of thirty-seven "pedagogical works valuable for a normal school library." The only one to which a special notice is given is Col. Parker's "Talks on Teaching." It is as is stated "one of the best books for school-room device."

The high regard in which THE JOURNAL and INSTITUTE are held among advertisers is clearly seen by the papers themselves. As every advertiser is a standard firm, we trust readers will promptly enter into correspondence with them.

The first number of the *Florida School Exponent* is at hand. At the state association held at Gainesville, Jan. 27, a proposition was made by Profs. Guillems and McBeath to publish a school journal, and a committee recommended the plan. (We do not see in the *Exponent* any action of the association relating to the matter.) This number contains the letter of the editor relative to the schools of Florida; its author is stated to be "Dr." Kellogg. Our Southern friends will put on a title. "From Kentucky and not a colonel?" said a distinguished lawyer lately to one who declined the military title. The *Exponent* comments vigorously on remarks in THE SCHOOL JOURNAL on the effort to go back to the "Three R's" on the plea mainly that it is easier to teach them. No, no, friend G. THE JOURNAL imputes no bad motives. In your new work we wish you all possible success.

A teacher in Otsego county asks, "Should we be obliged to attend the institute?" At an institute in ——— county, a veteran graduate of the Albany normal school, was found sitting on a back-seat with his head down, and the question was asked, "What doest thou here, Elijah?" "Wasting a week of my time as usual," was the reply. The institute aims to benefit the teacher and it does, to an extent. Let this teacher and others ask State Superintendent Crooker to hold at least 20 state summer training schools this season, with a course of study pointing to a state diploma; to be of four, six, or eight weeks' duration. All holders of third, second, and first-grade certificates, should be required to attend until they get life diplomas, and no longer.

The action of the teachers of a state, what shall it consist in? What shall be done to warrant a teacher to pay out a hotel bill of \$2 to \$3 per day, and a goodly sum for a railroad ride? Shall he be forced to attend, as in the case of the institute? Is he derelict in duty if he stays away? or wanting in professional pride? Who shall come? Shall the county and city superintendents who each have an association of their own?

These are only a part of the questions that might be asked. There is an entire lack of policy or plan. The meetings resemble McClellan's campaign on the James river—only not so disastrous. The need is of a leader who shall frame a plan and fight on it, if it takes all summer.

All students who want to get some clear foundation ideas of mental operations will like to see *Elementary Psychology*, by Amos M. Kellogg; it is one of the "25-cent series." It discusses sensation, perception, conception, and thinking, and merely alludes to willing and feeling. Questions follow the several sections into which the book is divided. It is a book that aims to give merely an outline, and to keep that as clear as it can possibly be of technical terms. (Sent by mail for 25 cents. Address, E. L. Kellogg & Co., New York City.)

## Editorial Correspondence.

### SAVANNAH.

A ride of five hours on the new short cut of the Florida Central & Peninsular railroad brought me from Jacksonville to Savannah. This is a great step towards bringing New York nearer to Florida. It saves many miles and many hours. The Florida Central & Peninsular railroad now begins at Columbia, S. C., and extends to Tampa. At the former place it connects with the great Richmond and Danville system—a fine railroad that extends from Washington to Atlanta.

Savannah is a city of 60,000 inhabitants; it is pleasantly situated and strikes one favorably; it is quite a railroad center; there are fine steamship lines to New York; it was on the *Kansas City* of this line I came down. Desiring to visit several cities in the interior I reluctantly gave up my plans for a sea journey, and began to look at this old seaport town. It has one peculiar feature—numerous small but pretty parks. I fancy this would be a fine town to winter in. It certainly is very warm here now, and it is only the middle of March.

I found Supt. W. H. Baker a most genial gentleman, and enthusiastic concerning public education. He is descended from the old Puritan stock that came over in the *Mayflower*. In 1854 he taught the first public school in Savannah, and continued at it until the war; in this he spent four years, and when it was over he was re-elected principal of his old school. In 1868 he was chosen superintendent, which post he has held until the present time. He has seen the enrollment go from 705 to 7,500, the teaching force from 18 to 151, the expenses from \$16,000 to \$114,000. Supt. Baker is an unusual man; he has special taste for the school-room, great love for children, a desire for their advancement and welfare.

In the very center of the city is Chatham academy which is a central school of large dimensions, containing many pupils in the grammar and primary grades and the entire high school of the city. The principal of the latter is Mr. H. F. Train, and under his pilotage I visited the twenty rooms embraced in this "central" school. The boys in the high school number 80, the girls 150. Like most high schools the girls outnumber the boys. The problem of retaining the boys in the higher classes is more difficult to solve each year.

The Henry street school is a fine new structure which prefigures what is eventually to take place here. It is of brick, two stories in height with large yards. Miss J. A. Mastin is principal, and seems to have special fitness for her post; there was energy and life in all the classes.

There are two schools for colored youth; we visited the one on East Broad street, Mr. Jones Ross is principal. The building is roomy and convenient; the children remarkably well clad and intelligent; in the higher classes the answers to questions were remarkably well given. There are fourteen class-rooms.

At the request of Supt. Baker the teachers of the city met at the central school, and I addressed them on the present aspects of education; it was an interesting audience. The teachers meet the superintendent every Friday, and discuss educational questions. The result of this is that the teachers of Savannah are in a state of progress quite unusual in most cities. No body of teachers can maintain a high standing who neglect to assemble themselves together. The old Puritans were right when they punished people for staying home from church; they did not do it because some valuable utterance by the minister would be missed, but because a deterioration sets in when the consideration of religion at stated times is given up.

I should have been glad to have visited other schools and have shaken hands with all subscribers to THE JOURNAL and THE INSTITUTE, but time would not permit. I bear away delightful remembrances of Savannah.

### ASHEVILLE, N. C.

Starting from Columbia at 5 P. M., Asheville was reached at 12; from Tryon up the grade is very steep, two engines being needed. The eastern slope of the Blue Ridge was extremely beautiful, the full moon shone bright, the temperature was mild, and one was reminded of the Catskills in July. A survey of things in the early morning showed a town composed mainly of new and extremely well-built houses, situated in a basin on the mountain; hills appear on all sides; in the winter these must defend against cold winds. This basin is of large extent, possibly twenty miles in diameter; the floor of the basin is quite rough, small hills and valleys everywhere, so that the town is not built on a level plain at all.

The development of Asheville is remarkable. The town has grown with great rapidity; the people who have come here appear to be of a highly intelligent class; there is a resemblance to Saratoga; a large part of the people are here to take care of others who come; there are fine hotels and numerous boarding houses; these latter are said to number 600.

The educational development here has been most interesting. In '83 the amount spent on public schools was \$950; no buildings

were owned; in '87 an organization was effected; in '93 the running expenses were \$18,000, the number of teachers 28, the pupils enrolled 1700. Four large, commodious buildings have been erected; there is a high school in operation, which will ere long have a building of its own.

A close examination showed that the teachers here aim at the highest effects; music and drawing are taught; by the latter meaning form study in the lower grades; there is much effort towards self-government and the appearance of the pupils impresses one with the belief that they are self-respecting, courteous, and refined. The new education has extensive sway here. Prof. P. P. Claxton was made superintendent in 1887 and made ineffaceable impressions before he left to become one of the faculty of that rising institution in Greensboro, N. C.—the State Normal and Industrial college, to which reference has been frequently made in *THE JOURNAL*. Desirous of accounting for his influence here, I learned that after he was graduated from the University of Tennessee, he spent a year at Johns Hopkins, then a year in Germany. It was plain the superintendency of the Asheville schools had been carried forward by one with broad views; one who imbued the teachers with the need of studying education as a science. I found in the library the works of Parker, Quick, Herbert, Baldwin, Painter, Fröbel, Compayre, Spencer, Page, Boone, Pestalozzi, Browning, Currie, Hughes, and others. A teachers' club meets weekly, in which the main study is the application of psychology to education.

The course of study in the schools appears to be constructed with reference to educational principles; there is a unity in it. That "Every lesson should be a language lesson" is firmly believed and practiced. The child has a half dozen first readers instead of one; he is encouraged to draw from a well selected list, kept at the school, as soon as he is able. Among them are Andersen's Fairy Tales, Robinson Crusoe, Tanglewood Tales, Arabian Nights, Kingsley's Heroes, Irving's Sketch Book, Undine—but I cannot give them all.

Geography is studied in a large way, the winds, temperature, soils, &c. Physics and chemistry are studied objectively. In fact the whole spirit of the work is in the direction of development. When the text-book is taken up in the sixth or seventh grades, the pupil has laid a firm foundation in oral work. Kindergartens have been planted and cannot but flourish. The teachers in general are imbued with an earnest desire for improvement; some make it a point to attend special schools each summer.

The splendid work begun by Supt. Claxton is now directed by Supt. J. D. Eggleston, a graduate of Hampden Sidney college, Va. He had been teacher here two years under Supt. Claxton. His effort is to carry forward in the same spirit what has been begun here so well. He is full of earnestness and a good example of the "new blood" that is finding its way into the schools of the state.

Mr. R. J. Tighe, the principal of the high school, is a graduate of the New Paltz normal school, and is well known in New York state. He gave two years to a study of the course pursued in the School of Pedagogy, University of the City of New York. I found him surrounded by a fine class of boys and girls solving simultaneous equations. The teachers here are doing their work very much as I saw it done in Indianapolis, Saginaw, New York, and other leading cities.

The colored school now reaches to the seventh grade (there are ten grades in the course); the principal, E. E. Smith, was consul-general to Liberia for eight years and is unusually well educated—able to teach Latin and physics. Undoubtedly it will come about that the older pupils will be prepared for Fisk university.

The teachers met in the superintendent's office and I addressed them, speaking upon the influence of Pestalozzi and Fröbel upon the American schools. The city is fortunate in having for the president of its school board, Mayor T. W. Patton; he is thoroughly identified with the development of Asheville, a progressive and staunch business man and one who looks on the public schools as indispensable to the welfare of civilized communities.

Asheville will undoubtedly be noted as an educational center. Asheville Female college is a well-known institute and nobly situated. Bingham Military school is destined to great popularity and usefulness; it has admirable grounds. The Southern Business college has as its principal a man of remarkable earnestness.

The surroundings of the town are most picturesque. Mr. George Vanderbilt has purchased about 8,000 acres and is building a chateau a mile or two out; the grounds are being planted with shrubs and trees gathered from all parts of the world. When finished it will be one of the wonders of America; a vast and beautiful park through which the Swannanoa river runs, coming from Mount Pisgah, that towers up 5,757 feet in the south.

The day I had arrived at Asheville the thermometer had touched 75; on the third day after it had descended to 15. Snow-flakes fell and it was biting cold. But this was said to be unusual. The town is reached by railroads from Cincinnati, from Washington, and Savannah, also from Atlanta. Its elevation is 2,300 feet. Board here varies from \$20 to \$30 per month. The visitors now here are from the North; in the summer they come from the South. There is no doubt as to the future of Asheville.

A. M. K.



Miss Constance Mackenzie.

The directress of the public kindergartens of Philadelphia holds a prominent place among the present generation of kindergartners. She was born and brought up in Philadelphia. Her early education, up to the age of nine, was obtained in a home whose influence was unusually broadening and cosmopolitan—her mother being a German and her father, Dr. R. Shelton Mackenzie, widely known as an author, editor, and critic,—being Irish by birth, Scotch by parentage, English by education, and American by affiliation. After completing the public school course, Miss Mackenzie entered the Philadelphia training school for kindergartners, then as now under the principalship of Mrs. M. L. Van Kirk. This step was made at the suggestion of her last teacher whose sympathetic influence made a profound impression upon her bright, loving, and ambitious pupil.

In 1881, Miss Mackenzie was appointed by Miss Anna Hallowell, now a member of the board of education, to be principal of the first free kindergarten, then in operation. A younger sister, also a trained kindergarten, was appointed to assist her. For more than two years Miss Mackenzie held her first position, gaining and utilizing valuable experience in her studies of children's needs, tendencies, and possibilities, and pursuing a course of reading in connection with her work.

In 1884 the Sub-primary School Society of Philadelphia decided that the spread of kindergartens made a general superintendent a necessity, and elected Miss Mackenzie to fill that responsible position. In 1887, when the board of education adopted the free kindergartens, making them public, Miss Mackenzie was invited to continue her direction of the classes. She has in this position contributed largely to the popularization and growth of the kindergartens in her home city, and is working hand in hand with the teachers under the supervision to make those institutions reach the highest plane of educational usefulness.

In addition to her work as directress of Philadelphia's eighty-five kindergartens, Miss Mackenzie served as a member of the advisory council on kindergartens of the World's Fair Auxiliary, besides preparing the report on Philadelphia kindergartens for the International Kindergarten association, in the Council of Women, Chicago, and two papers for the Special and General Educational Congresses in July at Chicago, holding the position of honorable vice-president of the World's Fair Kindergarten department. At the session of the National Educational association at Saratoga, in 1892, Miss Mackenzie was elected vice-president of the kindergarten department for 1894, and owing to the continued ill-health of its president, Miss Susan Blow, she will serve as acting president.

Miss Mackenzie has also been a contributor to a number of magazines and journals, and has given much of her spare time to an elucidation in different cities of kindergarten principles. Cincinnati invited her recently to fill the position of trainer and superintendent of kindergartens in its free kindergarten association, but the offer was not accepted.

It is because her heart and soul is in the work that Miss Mackenzie has made a success in her special line of educational endeavor. It is just such an attitude that educators must bring to the work if the cause of the new education is to be advanced and gain a firm foothold in this country.

We are indebted to *The Kindergarten News* for the use of the portrait.



Supt. Pattison, of Colorado Springs, Col., gives in his recent annual report some good points on language lessons and teaching reading in the primary class. He writes:

"It would be an excellent plan to have beginners develop simple sentences concerning their personal observations of plant and animal life, then to print these in leaflets and use as reading and language material. This would teach the child to regard language as the expression of thought, a matter of first importance. It would require thinking on the part of the child at the very first step; it would correlate reading, language, and observation lessons. The word method is the one now followed by most of the primary teachers, with some attention given to sentence reading and phonics. There is no one method that fully meets all the requirements, but without question the teaching of phonics systematically, not incidentally, should be the starting point of any system."

Supt. Pattison suggests that a small reference library of books on teaching reading would be a great help, and adds:

"There should be collected also the more recent papers and discussions on this topic, and these should be arranged for easy reference. Intelligent use of these could be secured through teachers' meetings. In grades above the primary, the reading will improve as the material read is more wisely selected, and is made more interesting by the skill of the teacher in making the

thought clear and luminous, for reading is the art of picking the thought out of its verbal husks."

The idea of collecting valuable articles on the subject is a good one. THE JOURNAL has published many most helpful ones and will continue to do so.

Mrs. Mary Hemenway who died last month at Boston, in her seventy-fifth year, has for many years taken a deep interest in the public schools, particularly those of the South, also in educational work among the Indians, orphans' homes, and numerous other benevolent enterprises. In 1876 her contribution of \$200,000 saved the Old South Meeting-house in Boston from being torn down. Soon after she projected a plan for the encouragement of the study of American history among young people. This was the inception of the "Old South" work which was supported wholly by Mrs. Hemenway, and has under her patronage gained large proportions.

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Worcester, Mass.

Supt. A. P. MARBLE.

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## Newport, Ky.

(From our Special Correspondent.)

It would be difficult to find in any city of either state, in a place of 30,000 people, representing almost every nationality, with an average daily school attendance of more than 3,000, and school-rooms as badly crowded as in the majority of cities of this class, such a complete triumph of the advanced method of school discipline as can be witnessed in Newport. While these schools are by no means free from disobedient and mischievous children this point has been gained: that in no room visited was the criminal or insubordinate class permitted to disturb the pleasant and successful going on of the business of education. The merit of this achievement should be equally shared between Superintendent John Burke, now in his tenth year of service and the teachers of the schools, nearly all of whom are women.

The great task has been to establish in this community, a moral sense of the obligation of the parents to co-operate with the teachers; at the same time to have the teachers keep in helpful touch with the parents; and the school board to make itself a just and firm "court of last resort" in all test cases of discipline.

The success of the experiment is almost a new revelation of the influence of a good public school, especially in the moral training of a large number of families who have lost the "grip" on their own children and are only too happy to be reinforced by the wise and firm co-operation of the common school.

One of the aids in the great reformation in school discipline here has been the influence of superior woman teachers in the schools. A good woman teacher has the mother-tact of keeping her eye on little beginnings of evil, and her hand is placed on the hidden springs of character and conduct, and prevents the serious outbreaks that are so apt to occur when other things are neglected.

## CINCINNATI.

Superintendent Morgan is laboring at one of the most difficult tasks of school administration in any metropolitan city. On the one hand the Catholic church, for a generation, has been building up a powerful system of parochial instruction. The balance of power in city politics is held by the German population who are still largely in the hands of political leaders who have forced into the public schools a scheme of instruction in the German language understood by all competent educators to be unjust to half the pupils and a constant drawback to progress in the essential matters of education. The pitiless partisanship in municipal politics, so vigorously exposed by Dr. Rice, is here, as in so many Western cities, a virulent chronic malady. In half the cities west of the Alleghanies, the superintendent of schools is compelled to practice the art of balancing on a tight rope, with eyes all round his head, on the lookout for every storm brewing on the political horizon.

Cincinnati appears to-day in educational affairs like a finely developed man in full health, who ordered a splendid suit of clothes. But who, having fallen into chronic sickness and losing flesh, his noble raiment hangs about him, flapping in the breeze, in no way thoroughly filled out. Twenty years ago the Queen City went through a thorough educational revival and put on the ground the most complete system of free education in any American city; it had well organized common, high, and normal schools, a free university and a public library, with a hopeful environment of institutions for instruction in music, art, law, medicine, and divinity, and a flourishing school of technology.

During the last twenty years the public has permitted itself to be so demoralized and distracted on minor issues that every department of this splendid structure has suffered or been injuriously prevented from its proper development. Three of the ablest city superintendents of the West—Hancock, Peaselee, and White—have been undermined by the lower elements, and Superintendent Morgan now holds the fort with a faithful body-guard of resolute men and tactful women. If the good people of our Western towns propose to save their noble systems of public instruction from wreck it is high time they ceased from their present habit of quarrelsome criticism and cultivated indifference and closed up to protect the children against the assault of the grand army of barbarism that now besets public education on every side.

A. D. MAYO.

## Boston.

The school board has received a petition with about 580 signatures requesting that the girls in the high school be allowed to study modern languages in place of Greek.

The committee on supplies reports that about \$42,320 were expended for books, drawing materials, and stationery in the past year. Fifteen years ago when indigent pupils only were supplied with working material the expenditure amounted to more than \$76,000. The report shows the cost in 1893-94 for books furnished to have been \$2.12 per pupil in the high schools, 82 cents per pupil in the grammar schools, and 23 cents per pupil in the primary schools. The number of books reported lost during the year was 1,709; the number of books reported as worn out, 41,764.

Teacher:—"Who won in the Battle of Bull Run?"

Pupil:—"The English."

Teacher:—"There you have it, you lazy boy. You slept during the whole Civil war."

The program prepared for this week's meeting of the State Teachers' Association of Florida is rich in subjects touching practical school-room work. The colored teachers usually turn out in great numbers and do their work thoroughly.

The Virginia legislature has at last made an appropriation for the support of teachers' institutes. This is encouraging news. State Supt. Massey has worked hard to secure the grant. He expects to see at least two thousand teachers in attendance upon institutes in summer.

The committee in charge of the summer school of Harvard university has announced its courses. With the exception of those in the Medical school, the engineering courses, and the two more advanced courses, in geology, women, as well as men, are admitted. Over thirty courses have been arranged.

*The Indian Helper* is a bright little paper printed by Indian boys of the Indian industrial school at Carlisle, Pa. It has a circulation of over 10,000. Its aim is to reach the white people and to show them that our red brethren if properly educated will make as good citizens as any of those who now claim that proud distinction. The cause is worthy of encouragement. Success to our Indian friends!

The space given to the Washington scandal trial in some newspapers should serve as a warning to parents and teachers. The newspapers are not fit reading for children. Teachers will do well to urge their pupils to subscribe for a paper such as *OUR TIMES* which gives all the important news of each month; excludes from its columns everything that is not worthy of being mentioned in the history of the present time.

Primary school entertainments can be made very interesting and will fully repay the teacher for the work it takes to prepare for them. The little ones of the school of Miss Kate E. Mitchell, of Towner, Iowa, get much enjoyment out of a public exhibition, the program of which was mainly composed of exercises published in *THE JOURNAL*, and what is still more gratifying, their parents highly appreciated it. Affairs of this kind draw parents, pupils, and teachers closer together if gotten up in the right spirit.

Poetically inclined teachers have an opportunity to earn \$2500 which the board of trade of Great Falls, Montana, offers as prize to the author of the best poem on the "Falls of the Missouri" at that place, the poem to contain not less than three nor more than five stanzas, the number of lines in a stanza to be decided by the author. Competition will close May 31. Persons who have not seen the falls and desire information concerning them can obtain same upon application to the secretary, board of trade, Great Falls, Montana.

The *Virginia School Journal* in its report of the Richmond meeting of the Department of Superintendence of the N. E. A., commends the paper read by Supt. James L. Hughes on "The Kindergarten" very highly, and adds: "Heretofore we had not made up our minds on the question of annexing Canada, but we have an opinion now. At any rate, we want to annex James L. Hughes and Toronto." Mr. Hughes has hosts of friends in the states. His excellent books "Mistakes in Teaching" and "How to Secure and Retain Attention," have been a great help to many struggling teachers. Would that we could "annex" him.

The Asheville, N. C., *Daily Advertiser* keeps its readers informed concerning educational affairs. A recent number contains an account of Mr. Amos M. Kellogg's talk to the Asheville teachers. "It was an inspiration," the *Advertiser* writes. "The speaker drew a strong contrast between the old and the new education, showing the growing interest of all classes in children and child-life, and the necessity for every teacher to study the needs of childhood. Mr. Kellogg was particularly complimentary in his remarks on the course of reading in Asheville's public schools. The teachers were delighted with his strong advocacy of the new methods and ideas which obtain in the schools here to a large extent, and of which Mr. Kellogg is one of the ablest and best known leaders in this country."

The New York *Times* writes that the state senators are about to proceed against Mr. Melvil Dewey, the active and aggressive secretary of the state board of Regents. Trouble has been brewing for some time because the state library had encroached upon the area that of right belongs to the halls of legislation.

A climax was reached last week, when Mr. Dewey appeared before the finance committee of the senate and recommended that the war relics, which are now confined in a small room on the top floor of the capitol, should be thrown out and the space thus occupied turned over to the Regents of the university. This was more than the old soldiers of the senate could stand. A movement was at once set on foot looking to the reduction of Dewey's domain. It was promptly decided to restore the senate wing of the capitol as it was in the Fall of 1891, to

Open up the corridors which Mr. Dewey had closed, and crowd into the body of the state library the alcoves that have been forced into the space formerly occupied by the senate. It now looks as though the state library will be removed to the old state house.

What will the Regents say?

The *Independent* gives some wholesome food for reflection to the colleges in an article entitled "Just a Word to the Colleges." A few points that THE JOURNAL has often made, are given in these words:

"We do not mean to launch out against athletics, college clubs, societies, and the general fun and freedom of college life. What we do complain of is that they are not kept within rational bounds, and that a dangerous condition of things results, for which the faculties are responsible. We say that the extravagant cost of the student year proves both points to be true. We do not need to trace this wasted money to the pool rooms and betting rooms where it was wasted in this kind of gambling—we do not need to explore the recesses of society halls for the secret leak in the student's purse—we do not need to trace the boy all over the town, nor dog his steps to his spend-

thrift haunts; we know enough, and what we know forces us to the conclusion that the college faculties are shirking responsibility for the doings of their wards.

"Look, for example, at the betting business. We know well enough that this is largely carried on by outsiders over whom the colleges have no authority. We know that the junior graduate of from one to four or five years' standing is becoming a very bad influence around more than one of our colleges, and is responsible for a great deal of this betting vice. But what are the faculties doing? Have they lifted a hand or said a word?

"Quite to the contrary the only response we have yet heard to inquiries of this nature is: 'This is not our business. We teach the students, and there our responsibility ends.' Responsibility ends! We should say, is shirked. What are we sure of, however, is, that where faculty responsibility ends, or is shirked, just there trouble begins."

The opening of the new line of railroad from Washington to Columbia by the Richmond and Danville railroad, thence to Savannah, and thence to Jacksonville, by the Florida Central railroad, will mark a new era in the development of Florida. I have heretofore taken the Atlantic coast line via Wilmington and Charleston, but this is a much more desirable route. Leaving

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I.

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### Supt. Crooker's Annual Report.

(CONTINUED.)

#### "QUESTIONABLE EXPENDITURE OF PUBLIC SCHOOL FUNDS."

Under this head Supt. Crooker repeats some passages from his first annual report, which have been adversely criticised at the university convocation, held at Albany, last summer. He strenuously opposes the present dual-headed system of distributing the public school funds. He writes that the state comptroller's books show a total annual expenditure, in round numbers, of \$226,989 for the system of so-called higher education, a large sum of which might be used to practical advantage in developing the elementary schools.

"The children who can attend the higher institutions of learning," he points out, "form but a very small proportion of the vast army for which the state is called upon to provide schools. There is no reason or justice in a system that would divert large sums of the school moneys for the benefit of less than two per cent. of the school population. Those who are imbued with an ambition to gain a higher education than that furnished by the common schools will get it without special aid from the state.

"I am profoundly in favor of higher education, and earnestly uphold liberal sentiment in favor of high schools and colleges, and I would sincerely regret to see one of them abandoned for want of local support. Each should be supported by local taxation or endowments, together with an equal pro rata apportionment with all the other public schools from all the public school funds.

"These facts are presented for the purpose of inducing closer scrutiny and investigation into the present dual system of school management and the divided responsibility of the disbursement of the school moneys, with a view of economy and the correction of evil tendencies."

July 10-13.—N. E. A. meets at Asbury Park, N. J. One fare for round trip.

### Compulsory Education in New York.

The compulsory education law introduced in the New York state legislature by Senator Pound, of Niagara, is now on the order of third reading in the senate and will probably pass that body this week. As now amended it has overcome all the objections which met it at the first reading. The following are some of its provisions:

"Every child between eight and sixteen years of age, in proper physical and mental condition, shall regularly attend upon instruction at a school in

which at least the common school branches of reading, spelling, writing, arithmetic, English grammar, and geography are taught, or upon equivalent instruction by a competent teacher elsewhere than at a school.

"Every child between twelve and fourteen years of age, in proper physical and mental condition to attend school, shall attend upon instruction during such period, at least eighty secular days of actual attendance, which shall be consecutive except for holidays, vacations, and detentions by sickness, which holidays, vacations, and detentions shall not be counted as a part of such eighty days, and such child shall in addition to the said eighty days, attend upon instruction when not regularly and lawfully engaged in useful employment or service. If any such child shall so attend upon instruction elsewhere than at a public school, such instruction shall be at least substantially equivalent to the instruction given to children of like age at the public school of the city or district in which such child resides; and such attendance shall be for at least as many hours of each day thereof as are required of children of like age at public schools; and no greater total amount of holidays and vacations shall be deducted from such attendance during the period such attendance is required, than is allowed in such public school to children of like age.

"Every person in parental relation to a child between eight and sixteen years of age shall cause the child to attend instruction or give notice to the school authorities of his district or city of his inability to do so, under penalty of a misdemeanor, punishable by a fine of \$5 for the first offense. A person or corporation employing a child between the ages and the time named is liable to a fine of \$50.

"Teachers are to keep an accurate record of the attendance of all children. An attendance officer, appointed by the school authorities, is authorized to arrest, without warrant, any child between eight and sixteen years of age found away from home and who is then truant.

"For the purpose of carrying out the purposes of the act, the state superintendent of public instruction is authorized to employ an assistant, at a salary of \$2,500 a year. The state superintendent may with one-half of all public school moneys from any city or district, which, in his judgment, willfully omits and refuses to enforce the provisions of the act, after due notice, but whenever the provisions of the act have been complied with, all moneys so withheld shall be paid over by the superintendent to such city or district."

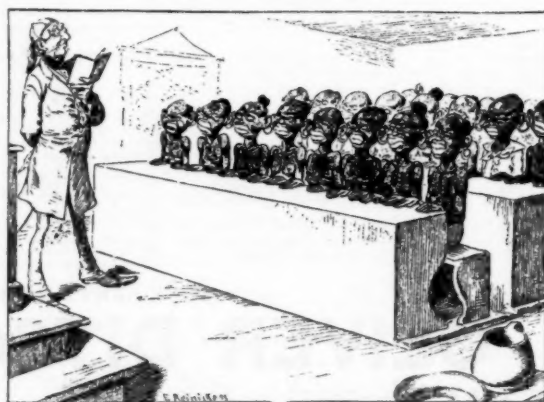
### New York City.

On April 11 at 4 P. M., Mr. Henry G. Fitz will read a paper on "Scientific Methods in Drawing" with especial reference to Object Drawing, 1st and 2d grammar grades, at the college chapel, Lexington avenue and 23d street. Teachers wishing to attend may obtain a free admission ticket by addressing Prin. H. G. Schneider, grammar school No. 90, Eagle avenue and 163d street.

Rector George L. Fox, of the Hopkins grammar school, New Haven, Conn., has delivered a course of illustrated lectures on "The Great Schools of England," in the city. His talk on "Dr. Arnold and Rugby School," was particularly interesting. Almost 100 views of the old school were shown, and many of the scenes of Tom Brown's exploits pointed out.

### Leading Events of the Week.

Death of Sir James Hannen, member of the Bering sea arbitration commission.—Speaker Charles F. Crisp, being appointed senator in place of the late Senator Colquitt, declines the office.—In Samoa, chiefs condemned by the new supreme court judge to work on public roads as a punishment for disorderly conduct lead an armed rebellion.—Sir William Harcourt says England is not ready to reduce her military establishment at the present time.—The obsequies of Kossuth at Buda-Pesth most impressive.—Death in Boston, Mass., of Mrs. Jane P. Austin, a friend of Louisa M. Alcott's and author of "A Nameless Nobleman" and other works.—Affairs at Bluefields on the Mosquito coast growing more serious; an American shot down by Gov. Aquella, who is a Nicaraguan.—Prince Bismarck celebrates his seventieth birthday (April 1).—Rioting in South Carolina over the attempt to enforce the dispensary liquor law. Opening of the Mexican Congress.—All is reported quiet at Honolulu; the constitutional convention will be held next month.



II.

"Eureka!"—The practical man interlocked their ear-rings.

## Correspondence.

It is my opinion that if parents would read the educational papers, instead of trash, they would soon feel greater interest in the new education and have a great influence on careless teachers. I for one mean to do all that I can to improve myself for the sake of my own and my neighbor's children.

Were I never to teach again I should strive to know what good teaching is.

MRS. A. S. BELL.

We trust that Mrs. Bell will interest other parents in the subject of school education through school papers. And, by the way, is there not a valuable suggestion for teachers here? How many of our subscribers ever think of calling some parent's attention to an educational article?

Some five or six years ago you advised us to teach pupils not to double letters in spelling, and this winter you condemn the practice. What is one to make of that?

MRS. E. N. CARTER.

"Consistency is the bugbear of fools." Whenever THE JOURNAL "learns better" it shares its gain with its readers. In matters of educational principle, it will be found consistent. These do not change. In matters of detail, the point of view may change and we claim the privilege of moving on. Our correspondent would not value a paper that was no further on in any respect than it was five or six years ago. The rational mind is often compelled to differ with its own former judgments. When so fair a start is made as was made by THE JOURNAL, these differences confine themselves to questions of detail. When such questions arise, we do not look to see what we said long ago on this subject. We look straight into the truth as we see it in the stronger light of to-day. We thus ensure to our readers the best advice that we are now able to give. Next year it may be better.

What is the difference between technical grammar and language lessons? Name two good results to be obtained by the use of supplementary reading? What three lines of culture and development are calculated to diminish respectively, disease, ignorance, viciousness? What is understood by the maxim, "Proceed from the known to the unknown"? What are the ends to be gained in map drawing? Upon what faculties of a child must the primary teacher principally rely in imparting knowledge?

SUBSCRIBER.

Technical grammar is a series of language lessons confining itself to a study of the forms of verbal language. It is usually pursued by examination of the text of authors. The expression "Language Lessons" was coined to distinguish a system of teaching which aims to give the pupil a free use of his mother tongue by furnishing him with something to talk and write about and then guiding his talking and writing into correct form. It is thus, by the construction and modification of his own text that the child is prepared for the more scientific language study which constitutes technical grammar.

Supplementary reading teaches the child to lean on himself as a decipherer of text and should practice him in the use of the dic-

tionary. It also, when properly selected, extends his knowledge of the subject read upon, which should usually be some subject in science or literature studied in class.

Physical culture and hygiene should be taught to diminish disease; mind development and the imparting of information are the schools' means of banishing ignorance; the example of a womanly or manly teacher and little opportune lessons in ethics, with a generally wholesome moral atmosphere, are cures for viciousness.

An article on Proceeding from the Known to the Unknown will appear in next week's JOURNAL.

Map drawing is principally a memory exercise, showing whether the pupil remembers the relative positions of the geographical features studied.

The primary (or any other) teacher must rely upon the pupil's intelligent curiosity and his power of apperception, i. e., his power of relating the unknown to the known as soon as the unknown becomes known. See article already mentioned.

## Summer Schools.

Cook Co., Ill., Summer Normal school. Col. Francis W. Parker principal. W. S. Jackman, manager.

Martha's Vineyard Summer institute. W. A. Mowry, president, Salem, Mass. Beginning Monday, July 9, 1894. Five weeks. At Cottage City, Mass.

Chautauqua Assembly, College of Liberal Arts and other schools, Chautauqua, N. Y. W. A. Duncan, secretary, Syracuse, N. Y.

Summer School, University of Rochester, N. Y.

The National Summer School, Methods, Science, Oratory, Literature, etc. Glens Falls, July 17. Address Sherman Williams, Glens Falls, and C. F. King, Boston Highlands, Mass., managers.

Callanan Summer School of Methods, Des Moines, Iowa. C. W. Martin, president, Des Moines, Iowa. July 9 to Aug. 4.

Virginia Summer School of Methods. John E. Massey, supt. of schools, Richmond, Va.

Sherburn Summer School, Sherburn, N. Y. July 19 to Aug. 9. E. R. Chase, Binghamton, N. Y.

Harvard Summer School, Cambridge, Mass.

The Chautauqua Teachers' Retreat. Charge of Walter L. Hervey, Pres. of Teachers' College, N. Y. July 5 to Aug. 1.

The Central Summer School, Chautauqua Park, Tully Lake, N. Y. July 23-Aug. 10-94. Pres. David H. Cook, Onondaga Valley, N. Y. Thomas H. Armstrong, Friendship, N. Y.

Mid-Summer School, Owego, N. Y. Geo. T. Winslow, pres. Address

H. T. Morrow, Manager, 446 W. Clinton st., Elmira, N. Y.

H. E. Holt, Lexington, Mass., Normal Institute of Vocal Harmony, Aug.

14, Aug. 31. Address Mrs. H. E. Holt, Sec., Box 109, Lexington, Mass.

(TO BE CONTINUED.)

The National Educational Association meets at Asbury Park, N. J.: Council, July 6-10; General Association, July 10-13.

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## A Wonderful Air-Gun.

The natives of Guiana, especially the members of the tribes known as the Macoushies, display wonderful ingenuity in the manufacture of a blow-gun, which they use principally in killing birds, small monkeys, and other animals on the tops of tall trees. The blow-gun is made from a singular reed which, so far as known, only grows on the sandstone ridge of the upper Orinoco, between the rivers Ventuari, Paramu, and Mavaca. Though not exceeding a half an inch in diameter, the first fourteen or sixteen feet are without a knot, but above that are long, slender branches. The gun-maker cuts off this knotless portion of the stem, which is scarcely twice the thickness of a playing card and of the same size from end to end and fastens it, by means of a species of black wax, inside the stem of a palm from which the pulp has been carefully extracted. The reed would be easily broken without this protection. The seed of an acuro nut forms the front sight and two incisor acouchi teeth the backsight.

The shaft of the arrow is made from the leaf rib of the palm; it is about ten inches in length, no thicker than a crow-quill, and at one end brought to a sharp point by scraping it between the teeth of the pirai fish, which are flat, pointed, and double-edged like those of a shark. A bunch of cotton on the butt end of the arrow makes it fit tightly to the bore of the gun. Many of these arrows held together by cords are rolled up and placed in a quiver. They are drawn out, one at a time, as they are wanted and the bulb of cotton attached to the shaft. Another species of arrow has a piece of bark wound around the end in the shape of a cone, another piece of bark attached to the middle, and an iron head.

A very effective poison, known as wourali, is used on the points of these arrows. It is made from a vine closely allied to the tree that furnishes strychnine, a plant known as the hyarri, and poisons extracted from ants and snakes. The exact mode of manufacture is not known, for the natives guard the secret very carefully. The mixture forms a dark brown substance of an intensely bitter taste, and must be kept perfectly dry or it will lose its strength. If the point of an arrow tipped with wourali scratches the skin of a small animal, stupor, insensibility, and death quickly follow, usually in a few seconds.

The Guianan holds the blow-gun precisely as our hunters hold the rifle. Filling his lungs with air he expels it suddenly and the little arrow goes flying to its mark with wonderful accuracy; its range is three hundred feet or so. The blow-gun will carry farther than a shot-gun, and is preferable to that because it makes no noise to frighten away the animals.

## The Seigniorage Bill Vetoed.

Seigniorage is the profit allowed a mint in coining the precious metals. The Bland-Allison Act provided for the purchase of so many ounces of silver at the market price, the same to be coined into dollars of legal weight. When the silver in a dollar is worth \$1.29 per ounce it is on a par with gold at the ratio established by law. As silver was bought much lower than this price, it follows that the difference was an apparent gain to the United States in the shape of more silver dollars than the value of the bare bullion. This was seigniorage. It is something over 50,000,000 in the case of the Sherman silver law that was repealed last fall. Those who oppose further silver coinage claim that the thirty cents or so per ounce gained by the United States was a fictitious gain, for silver dollars at their par value would not be taken by any nation except our own. They still further maintain that we have injected so much silver and paper into our currency that \$100,000,000 in gold is little enough—too small a sum in fact—to sustain the gold credit of all our circulating medium. Mr. Bland's bill for the coining of this so-called seigniorage has met with much opposition, and therefore President Cleveland decided to veto it.

Spring is here, the best time to purify your blood. Take Hood's Sarsaparilla this spring.

## New Books.

So many children leave school at an early age that economy in the time required for the different subjects (the essential ones especially) is absolutely necessary. The teaching of reading has often been marked by waste of time and unsatisfactory results, and hence by much discouragement. All will agree that a branch whose mastery is so necessary for the pupil's progress in other studies should receive a large share of attention. Associate Superintendent Edward G. Ward, of Brooklyn, N. Y., has given the subject much thought, and has evolved a method, the outgrowth of the author's study, observation, and experimentation in the public schools of that city. He calls it the Rational Method in Reading, and offers it to the teachers in a series of publications bearing that title. "The special purpose of the first two books of this series of readers is to put the child, within a year from his entrance into school, into possession of a complete key to English reading; so that, should his schooling then cease his ability to read would nevertheless grow with his growth and strengthen with his strength." The method employed is a combination of the word (or sentence) method and the sentence method. The books provide material for part of the work and indicate, therefore, but part of the method. The remainder of the work and method will be found in the *Manual*, without which no one should attempt to use the books. Part I., now before us, is the *Primer* in which "Reading by the Word Method" is presented. The lessons are mainly the work of Ellen E. Kenyon, so well known as a teacher and writer. The utmost care has been taken in their preparation and grading, so as to render the pupil's progress rapid and easy. The process of learning the words is greatly aided by the illustrations. Accompanying the "Rational Method" are "Phonetic Drill Cards," giving the script and common print alphabets, with diacritical marks where necessary. The *Primer* is printed in large type, in double columns, and is handsomely bound in cloth. (Silver, Burdett & Co., New York, Boston, and Chicago.)

No one who has spent so much as a month in the kindergarten teaching but has realized what an important place the blackboard occupies in the work. Simple drawings to illustrate the songs, stories, and morning talks are very effective in drawing from the children expressions of their thoughts and feelings. This is no new discovery, for some years ago several kindergartners came to Marion Mackenzie to start a class in blackboard sketching. Instruction was begun and the class increased to sixty. Some of the drawings made at these meetings and others are embodied in the large oblong-paged volume, entitled *The Kindergarten Blackboard*, just published, with an introduction by Constance Mackenzie. All the pictures are given in outline, and those in the first half of the book represent objects and scenes suggestive of the months. Then there is a collection of miscellaneous drawings. The brief and common sense directions given ought to be sufficient to enable the teacher, without previous instruction, to produce satisfactory drawings. (Milton Bradley Co., Springfield, Mass.)

As a dramatist Terence directed his efforts towards the attainment of elegance and correctness of expression, and sympathy in the elaboration of his plots, rather than towards securing the applause of the people. This gave his works more permanent value than those of some of his contemporaries. Of the six comedies written and exhibited at Rome, that have been transmitted to us, the *Adelphoe* is in general more true to human nature. In it the two extremes of education, that of excessive laxity on the one hand, and of harsh control on the other, are shown through the action of the play to lead to the same or equally pernicious results. The piece therefore has a didactic purpose, which underlies the effort to entertain and amuse. This fine Latin comedy has been edited with elaborate introduction, notes, and critical appendix, by Prof. Sidney G. Ashmore, L. H. D. of Union college, Schenectady, N. Y. The text of this edition of the *Adelphoe* is substantially that of Dziatzko's edition of the text of the six plays, published at Leipzig in 1884. (Macmillan & Co., London and New York. \$1.00.)

It is difficult for even the adult to get a clear idea of complex objects by a mere verbal description; how much more difficult must it be for the young pupil to understand the construction of the human body without some more tangible representations of the organs than pictures give. A large manikin is doubtless the thing to use for this purpose, but it is so costly that most schools cannot afford it. In place of it *Whittaker's Anatomical Model*, with descriptive text, by Dr. Schmidt, the English edition being by William S. Furneaux, will be found useful. It is in the form of a book and has a small manikin, the flaps of which may be turned over and thus even young pupils enabled to obtain an idea of the position of the different organs. The table of references gives the names. The descriptive matter relates to the skeleton, the muscles, the heart and blood-vessels, the internal organs, the brain and nerves, and the organs of sense. The main points of physiology are given in the briefest possible space. (Thomas Whittaker, 2 and 3 Bible House, New York. 75 cents.)



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The introduction of natural science in many of the lower schools even, has aroused a desire on the part of the teachers to fit themselves for the teaching of the subject. The little book by Charles Kingsley on *Town Geology*, while written more especially for English readers, is not a mere volume of facts, but one showing how to study the subject; hence it is valuable to those anywhere who wish to take up geology. Being of an elementary character it can be readily understood, even by those who have not made a previous study of this science. The chapters treat of the soil of the field, the pebbles of the street, the stones in the wall, the coal in the fire, the lime in the mortar, and the slates on the roof. The book belongs to Macmillan's School Library of books for supplementary reading. (Macmillan & Co., New York and London.) 50 cents.

D. R. Augsburg, the well known author of several works on drawing, has prepared a series of cards with simple objects that can be easily reproduced, which he calls *Chalk Marks for the Blackboard*. On these cards is a series of nearly 300 outline drawings, drawn with the least number of lines to express the idea, and in such a manner that if an attempt is made to reproduce them the right way will be chosen naturally. Perspective has been eliminated from them entirely. The cards, which include things seen at home, things seen outside the school-room, the vegetable kingdom, the animal kingdom, and things seen about people, may be used for object lessons, numbers, language, and busy work, or as drawing cards. (New England Publishing Co., 3 Somerset street, Boston. 20 cents.)

There is much to be said in the favor of the teaching of history by periods, because the work is likely to be done more thoroughly and systematically. A series of histories constructed with a view of meeting the requirements of the Oxford and Cambridge local examinations is that on the Periods of English history, by W. Scott Dalgleish, M. A., LL. D., consisting of three volumes: I.—*Medieval England, from the English Settlement to the dawn of the Reformation*: 449-1509; II.—*England of the Reformation and the Revolution*: 1509-1688; III.—*Modern England and Great Britain from the Revolution to the last Reform Acts*.

The first volume on Medieval England is now before us. Like the other volumes of the series, it gives special prominence to the development of the constitution. It deals with the feudal monarchy, under which the crown was supreme. At the close it has a summary of the constitutional changes effected during the period. This, instead of the accounts of wars and kings of no account, is what is really valuable in history. American students who are investigating constitutional history will find in these volumes the origin and development of the germs that resulted in our own governmental fabric. There are numerous plans of battles and maps showing political divisions at different times. (T. Nelson & Sons, New York.)

Gouin's method of teaching languages has received warm endorsements both in England and this country; there are undoubtedly a large number of teachers who would like to become acquainted with it. The practical part of the system is given in the little book entitled *A First Lesson in French*, translated by Howard Swain and Victor Bétis. The theoretical part is very fully set forth in a longer work. This book is meant to give a sketch of the manner of giving an early lesson, with a brief review of the principles of M. Gouin's method as compared with those accepted in the present classical process. (Imported by Charles Scribner's Sons, New York. 90 cents, net.)

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## General Notes.

There is a stir in literary Paris and London over the prospective publication of the memoirs of Napoleon's private secretary, the Baron de Meneval, who assumed this office in 1802, when Napoleon became somewhat dissatisfied with De Bourrienne. Meneval was in close relations with Napoleon until 1815, and his authoritative memoirs are expected to correct De Bourrienne and some other writers on several interesting points. For various personal reasons the memoirs have been kept from publication, but they are now to be edited for the press by the grandson of the writer.

What is the cause of the enormous decrease in immigration during the past year? This is a question which is answered by Dr. Senner, the United States Commissioner of immigration at New York, in an article entitled "How we Restrict Immigration" that appears in the April number of the *North American Review* and in which the precautions taken by the Federal authorities for barring out undesirable immigrants are fully described.

D. Appleton & Co. have ready the promised biography of Edward Livingston Youmans, whose services as writer, teacher, and lecturer are described in the sub-title, "Interpreter of Science for the People." The biographer is John Fiske, between whom and Prof. Youmans a warm personal friendship existed for many years.

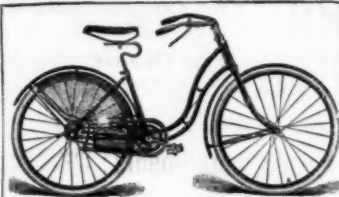
To the Badminton library are added two handsome volumes, entitled "Big Game Shooting." Boston: Little, Brown & Co. Its writers are Sir Samuel W. Baker, W. C. Oswell, F. J. Jackson, Warburton Pike, and F. C. Selous. The subjects presented embrace all the larger animals that man hunts in America, Asia, and Africa.

G. P. Putnam's Sons have ready Volume III. of their edition of "The Writings of Thomas Jefferson," edited by Paul Leicester Ford. It contains the correspondence and miscellaneous writings, including circular letters to members of the general assembly, and to county lieutenants, the "Notes on Virginia," reports on various questions, and drafts of resolutions of committees.

Before making arrangements for a trip to Europe, teachers would do well to learn about Honeyman's private tours (Plainfield, N. J.). There will be a special excursion July 3, 50 days for only \$250. As the number is limited, early application should be made. Many of the most prominent persons in New Jersey have been on these tours.

Besides Mrs. Elizabeth Stuart Phelps Ward's story, "The Oath of Allegiance," the April *Atlantic* contains two contributions relating to war. They are Mr. Eben Greenough Scott's historical paper, "General Lee during the Campaign of the Seven Days," and a paper on "War's Use of the Engines of Peace"—railroads, electricity, and inflammable oils—by General Joseph L. Brent, of the Confederate army. Two notable articles on political questions are Mr. A. Lawrence Lowell's "The Referendum in Switzerland and in America," and "Some Causes of the Italian Crisis," by W. R. Thayer.

"Tariff Reform and Monetary Reform" forms the subject of an article by President E. Benjamin Andrews of Brown university, that appears in the April number of the *North American Review*. President Andrews, it will be remembered, was one of the delegates to the Brussels Monetary Conference last year.



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D. C. Heath & Co., Boston, have in press for immediate issue in "Heath's Modern Language Series," Freytag's Rittmeister von Alt-Rosen, with introduction and notes by Professor J. T. Hatfield, of Northwestern university. This interesting historical novel belongs to the famous "Ahnen" series, and is at once valuable from a literature and historical point of view, and exceedingly useful as a text in somewhat advanced German, combining as it does information about the time of the Thirty Years' War with thrilling fiction.

Any of our readers who know where F. E. Trautman, A. J. Devereaux, or C. F. Cressman, are at present will confer a favor by sending their addresses to the publishers of THE JOURNAL.

In the "City Series" Charles H. Shinn, in the April *St. Nicholas*, shows us the good points of San Francisco, and, aided by photographs, takes his readers through its picturesque scenes and recalls its unique history. In the Natural History Series, Mr. Hornaday gives the young reader a most interesting sketch of wolves and foxes, whereto skilled artists have lent him their aid and done yeoman service. Dr. Eastman continues the autobiography of his Indian boyhood, and this time takes us upon a hunting-expedition. "On a Glacier in Greenland," by Albert White Vorse, tells cleverly the adventures of a little Eskimo, from that small savage's own standpoint. Mr. Vorse was one of the Greely Relief Expedition, and gives a vivid and accurate account of the butterflies and flowers in that frozen land.

Over Forty Years has *Pond's Extract* been used by the people and profession as the best remedy for Pains, Sores, C. tarrh, etc.

Charles Dudley Warner has written for *Harper's Magazine* a new novel, which will appear late in the year.

Roberts Brothers have just issued *Total Eclipses of the Sun*, by Mabel Loomis Todd, with numerous illustrations; *By Moorland and Sea*, by Francis A. Knight, illustrated by the author, and *Art for America*, by William Ordway Partridge, a plea for the elevation of American art to a place in general education.

The author of *A Yellow Aster*, published in D. Appleton & Co.'s Town and Country Library, is Mrs. Mannington Caffyn, the wife of a talented physician who has returned to London after spending several years in Australia for the sake of his health. *A Yellow Aster*, which is said by the author to be to some extent an expression of her views as to the effect of her maternal instinct upon women's lives, has proved the most successful English novel since *Dodo*.

A pamphlet entitled *Systematic Criticism*, for the convenience of teacher and pupil, by T. O. Baker, A. M., superintendent of the Durango (Colo) public schools notes the points to be observed in examining compositions. It also has a list of five hundred subjects for letters, compositions, and essays.

S. H. Birdsall, of Fort Collins, Col., has prepared a *Combination Music Packet*, consisting of a number of cards in which the theory and harmony of scales are given in a convenient form. The packet contains eleven cards, each illustrating the theory and harmony of some special scale; they are intended for young players at the piano and organ.

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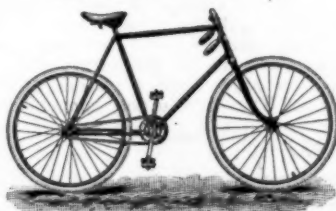
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Among "Topics of the Day," in *The Literary Digest* for March 29, there are papers on the Nationalization of Railways; The Canadian Premier and the President of the United States; A German View of Socialism in America; The Elmira Reformatory; Sound Economics in Congress; etc., etc. "From Foreign Lands," a large amount of most valuable material: From England, France, Germany, Holland, Italy, Spain, South America, Japan, India, Denmark, New Zealand, Hawaii.

If we are to keep the children of to-day fully up with the progressiveness of the times we must have text-books on the newest and most approved methods of the times.

Appreciating the needs of general school pupils and academic students and the demands of school boards, teachers, and parents, John E. Potter and Company are bringing out a series of readers, spellers, penmanship, and arithmetics. These books are prepared on the newest and most approved methods of the times and will doubtless make their mark among American text-books. This house has during the past year so increased its business that it has been forced to open three branch offices—one at 36 Bromfield St., Boston, another at 59 Fifth ave., New York, and a third at 75 Wabash ave., Chicago, in charge of three old school book men whose large experience has especially qualified them to fill their positions with success. The sale of the "Potter Series of Geographies" has been very large during the past year and a half. These books are revised every year and thus kept fully up to date in every essential particular.

"The Story of Australia," by Greville Tregarthen (G. P. Putnam's Sons) is the latest addition to the series "The Story of the Nations."

What a world of wonders is revealed with a microscope, even of moderate magnifying power that escape the unaided eye! It has been said that "the undevout astronomer is mad," but the remark might have been made with equal truth in regard to the microscopist. The field of wonders is equally as large in the infinitely small as in the infinitely great. Let the child learn to use the microscope early. Those made by Queen & Co., Philadelphia, are just suited to this purpose. They also have plant presses, collecting cases, etc., for science classes.

Professor Joseph LeConte contribute to the April *Popular Science Monthly* an illustrated article, "New Lights on the Problem of Flying." He describes the action of a bird's wings in hovering, poising, soaring, and sailing, and shows that Professor Langley's recent experiments on the aeroplane have made human flight a much nearer possibility than has ever been before.

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Two little books on *Vacation Excursions* have been issued by Raymond & Whitcomb, 31 East Fourteenth street, N.Y. One book describes the excursions to California, the Pacific Northwest, Alaska, and the Yellowstone National Park, leaving New York April 23 and May 23, and the other the trip to the Land of the Midnight Sun, Switzerland, etc., leaving New York June 26 and October 27. They give itinerary and descriptions of cities, scenery, etc.

Artists and others acquainted with art know that the esthetic sense is cultivated by having beautiful objects before one continually. This is a potent reason for making the school-house ornamental as well as strong and safe. The good points about Northrop's Steel Ceiling are that it allows of more ornament than the old-time plaster and besides is safer and more lasting. Address H. S. Northrop, 30 Rose street, N. Y.

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A second volume of Mr. Depew's speeches, entitled "Life and Later Speeches," has come from the Cassell Publishing Company. It is an octavo of more than 500 pages, with a portrait of Mr. Depew. The introduction contains the "life," which is an agreeably-written outline by Joseph B. Gilder.

It is not the things that cost the most that are usually prized the highest—it is those around which cluster the most pleasant and sacred memories. Thus it is of the mementoes of our school days. It is desirable that these should be handsome and tasteful. Patrons have found the badges, medals, pins, rings, buttons, etc., of E. R. Stockwell, 17 John street, N. Y., very satisfactory. Teachers, schools, or classes who propose to purchase should send to him for designs.

Vital economic questions of the day are treated by recognized authorities in "A Policy of Free Exchange," edited by Mr. Thomas Mackay, editor of "A Plea for Liberty," which was introduced by Mr. Herbert Spencer. It will be published immediately by D. Appleton & Co.

There must be great merit in Horsford's Acid Phosphate when such a high medical authority as Dr. E. Cornell Esten says of it: "I have met with the greatest and most satisfactory results in dyspepsia and general derangement of the cerebral and nervous systems, causing debility and exhaustion." It acts as a general tonic and vitalizer, affording sustenance to both brain and body. Send to Rumford Chemical Works, Providence, R. I., for descriptive pamphlet.

The time is past for the teaching of such sciences as physics and chemistry by a mere parroting of the text-book. It is now felt that there should be apparatus in order that the statements made in the book may be tested. If such apparatus is to be purchased try a reliable firm like Eimer & Amend, 205-211 Third avenue, N. Y. Glass and metal apparatus, special, made to order according to drawings; glass blowing and engraving done on the premises.

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In flesh, had a cough all the time, and sometimes I could not lie down for I was so distressed, short of breath. I consulted seven physicians, and the conclusion was that I certainly had

### Consumption

and my case was hopeless. One physician advised me to go either south or to Colorado, as I could not live in the north. My husband was in the drug business and sold out to go away, but a friend advised me to take Hood's Sarsaparilla. I did so and



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Teachers are already thinking about their prospects for next season; many would like to go West. These will find it advantageous to consult an agency located there as, for instance, The Colorado Teachers' Agency, Fred. Dick, manager, McPhee building, Denver, Col. Teachers of experience and normal school graduates are in constant demand.

Pure water is infinitely better to drink than alcoholic liquors that heat the blood and craze the brain; but sometimes people want drinks with more taste than there is in nature's liquid. W. Baker & Co.'s (Dorchester, Mass.) Breakfast Cocoa seems just to fill the bill. It is absolutely pure and soluble, has three times the strength of cocoa mixed with starchy arrowroot or sugar, and is far more economical, costing less than one cent a cup. It is delicious, nourishing, and easily digested.

For a disordered Liver try BEECHAM'S PILLS.

The April number of the *Cosmopolitan Magazine* contains a Corsican story attributed to Napoleon. The manuscript is similar to that of the Emperor's abdication at Fontainebleau in 1814, and graphologists and autograph experts like Charavay have always insisted that Napoleon's handwriting varied with his changes of fortune. The *Cosmopolitan's* understanding of the manuscript is that it was written by Napoleon when a lieutenant of artillery, confided by him to his uncle, Cardinal Fesch, found among the papers of the latter after his death, in 1839, by the Abbe Lyonnet, sold by the Abbé de Libri, and by Libri to Lord Ashburnham, in the collections of whom it was unearthed by the Paris editor of the magazine.

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Marion Crawford manages to destroy several illusions in an article on "Gods of India" in the April number of *The Century*. In the first place, he says that India has been kept alive in the imagination of mankind by a few stereotyped phrases, mainly the invention of extravagantly enthusiastic poets attempting to describe scenes they never saw. The fact is, he declares, that India has no history worth mentioning until the time of the Mohammedan conquest. There is nothing to take hold of, nothing that the most ingenious schoolmaster can find to teach; and it is therefore not unnatural that most people know so little about the country. It will surprise many well informed people to learn that the gentle Gautama has no followers in India; that there are no Buddhists at all there. The land is given over to the grosser worship of Vishnu and Siva.

Macmillan & Co. have issued Volumes XXXVII. and XXXVIII., of the "Dictionary of National Biography," edited by Sidney Lee. There are about 900 pages in these two volumes, descriptive of eminent men of all times from those whose names began with "Mas" to those whose names began with "Mor."

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whole year.  
That's why  
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